

Educational Supplement

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Canes wane and clubs rise

Bert Lodge considers current directions in corporal punishment and school sport

Any morning for nearly a decade all Tom Scott needed to do was wipe the bacon fat off his fingers on a piece of STOPP newspaper, post it, and at least half a dozen educational journalists would greedily print it.

A press release, a letter... no matter, if it came from the Society of Teachers Opposed to Physical Punishment it would be accepted. The part played by education correspondents in that campaign, concluded successfully in the House of Commons last month by one vote, was formidable. And understandable. Decent chaps all, they were naturally sympathetic to a cause claiming to lessen a little of the world's pain.

It looks very different of course, if you've ever had to deal with it for the last period on a Friday - but then educational journalists rarely have.

Another bunch very much on the edge of teaching were the STOPP sponsors. Professor Ayer, Lord Beaumont, Lord Boyle, Sir Ashley Bramall, Tony Benn... one prof, two lords (one a millionaire), one knight and a self-unfrolicked viscount. (In list of 20 only three - Dame Margaret Miles, Brian Jackson and Chris Price - had ever collected the Monday morning dinner money and all three were long since out of it. That was in the seventies. Later they were joined by Neil Kinnock (did a bit in FE).)

Still, the society's champions can say, there were all the real teacher members. Where? STOPP was always very vague about numbers. One was told "about 700". All teachers? "Well no, about 400 teachers." Even if that were true, and scepticism is in order when pressure groups parade their strength, with a teaching force of more than 450,000 throughout the 1970s it means not one teacher in a thousand ever actually joined. No wonder I never met one. I might have done if ever I had been sent to cover the society's AGM but I never was and I never remember any other reporter going. A strange reticence in a movement so eager for (and clever at getting) publicity.

Charles Oxley, founder and principal of three Christian schools in the north-west, in a letter to *The TES* in 1984, accused the society of being bogus. "Not only are their statistics and arguments bogus, the whole organization is bogus," he wrote. Surely a challenge here for a public display of probity - but the gauntlet was never picked up.

Once the STOPP banner had been hoisted for a few years the most instrumental agents for introducing a ban on corporal punishment were of course those scores of Labour councillors up and down the country sitting on education committees. Socialists are always keen on a progressive innovation but they should ponder the ethics of imposing it if it brings with it a burden they will not be carrying.

Enthusiasm to get a step nearer the millennium triumphed, however, and the cries of teachers for more thought and money on alternative sanctions were little heeded. (Incidentally Terry Casey, former ebullient secretary of the NAS/UWT, who could always get a headline if he wanted one, forecast all sorts of irregular punishments once the cane was outlawed. In 1974 he told a conference, with no disapproval at all, of one science teacher who gave miscreants a mild electric shock.)

All that said, in the wake of the campaign's victory not enough tribute has been given to Tom Scott, who laboured through several years under the cut-down-to-size title of "education secretary" to the movement. In fact he conducted the campaign virtually single-handed and on a tiny salary. He shrewdly recognized early on that it's not members you need these days but column inches and of these, mostly in "letters to the editor", he must have got several furlongs.

I am not drawn to his cause, but I am drawn to anybody who makes such selfless commitment to what he believes in. I was disappointed last year that he mistook me so much as to refuse an interview after the successful libel action against STOPP by an Essex headmistress. As a campaigner I would rate him in the Des Wilson -



Tom Scott: selfless commitment

Peter Hain would be it not for one doubt which he has done nothing so far to dispel, namely, that he is a SIF (Single Issue Fanatic).

Waterloo wasn't really won on the playing fields of Eton or of any other school. But a lot of people seem convinced that it's only from there that we shall win the Ashes, the World Cup or the Five Nations tournament. So Eton and every other school's playing fields must be kept teeming with team games, they say.

The prospect of young people's sport drifting away from its traditional school base to outside clubs dismayed the sportsmaster jeremiahs. Bad language, the professional foul and under-18 match punts is all they'll learn there, they say. Yet the trend started years ago: largely through Sunday youth football - the number of affiliated clubs has risen from 23,000 to 41,000 over the past 20 years and mini-rugby from the under-16s to the under-10s is a common feature of many clubs. And it's often forgotten that the most promising football youngsters are already on professional club books by the time they are 14.

Moreover, in one sport, a complete shift of location from school to club has already happened and sports masters



Phil Darren: spanning the dip

were responsible. Hardly a school in the country now encourages boxing; just a few in the West Riding and the odd one here and there. Yet more than 6,000 boys entered the Schools (sic) Amateur Boxing Association championships this year and fought at Derby in April.

In many other countries too there is simply no tradition of school sport. The ex-colonists like Canada, South Africa and the Down-Underers are exceptions but certainly in Europe sport for youngsters means clubs. The one I knew well, Benfica in Lisbon, catered for 47 different recreations. A secondary school in France rarely has a field but when the rugby season starts it is the French XV the Welsh will be fearing most.

One education authority in this country actually encourages pupils to get out of school into the clubs. Surrey has just succeeded for another year Phil Darren, PE teacher from Strode's sixth form college, Egham, to introduce secondary pupils to the sports centres and clubs in the county.

It is an attempt to span what the trade calls "the Wolfen Gap", that despairing dip in participation in sport which occurs when so many boys and girls leave school. Mr Darren reckons that if they are brought into familiarity while still at school with all the sporting

provision waiting for them when they leave, they are more likely to keep the acquaintance. So he arranges "school leaver days" at the sports centres, introducing such activities as fencing, karate, synchronized swimming, the sort less likely to be on the school curriculum. He also sees to it that the 15,000 who leave Surrey schools each year get a directory of what's on where. Let the passion take heart. There's going to be more to young people's sport in future due to "Angela's stick work has improved this term".

NEXT WEEK

Handwriting about English
Roger Knight argues that a national inquiry is not the way to go.

"Wildcat Amazons"
How the NUT resisted equal pay and roughed up women members at conference.

L.e.a. told of fighting in comprehensive school's corridors

Break-time violence appals inspector

by Sue Surkes

A schools inspector has claimed that he saw pupils at a Manchester comprehensive trying to throw each other over a balcony and fighting on the floor in some of the worst incidents of misbehaviour he had ever witnessed.

Mr Adge Warm, a local authority inspector, counted 26 aggressive incidents during three visits to Burnage lower school. He saw boys hitting each other with heavy schoolbags during the breaks and tripping others up.

His comments are contained in an unpublished 135-page report which resulted from an inspectors' visit requested by Manchester education authority. The details were only made public after a summary of the report was presented to the schools sub-committee.

The school's departmental heads have been asked to submit a progress report to the headteacher by September 14. But a spokesman for the National Association of Schoolmasters/Union of Women Teachers said the l.e.a.'s involvement was prompted by complaints from staff about falling

standards of discipline. Mr Warm says in his section on pastoral care at the school that "corridor behaviour was among the worst I have ever seen. Aggressive, violent behaviour appeared to be the norm."

When teachers were present, they often walked past incidents, he said. When they did intervene, the most common expression used was "you, boy." Pupils were "yelled at" to line up, move slower or move faster.

By contrast, relationships between tutors and pupils were good during form periods. "Teachers rarely shouted, displayed a sense of humour and enforced discipline in a thoughtful and sensitive manner. Children were treated with dignity and respect."

The all-boys Burnage High School was one of three Manchester comprehensives allowed because of its quality to keep its sixth form by Sir Keith Joseph, the former Education Secretary. The city brought in sixth-form colleges in 1982.

A team of l.e.a. inspectors spent six days at the school, which is on a split

site, focusing on the 800-pupil lower school for pupils aged 11-14. They examined management and communication, teaching methods and resources, classroom management and discipline and the condition of buildings. Then they drew up a report including 13 departmental papers, of which Mr Warm's is one.

The inspectors' report - which has been welcomed by the school's head and governors - offers both criticism and praise. The humanities faculty is commended for its stimulating lessons and pupil conduct. Staff are said to have shown real commitment despite accommodation problems.

The recommendations stress the need for clearer job descriptions, better staff appraisal and a review of class sizes to cater for mixed abilities. Improvements need to be made to the monitoring pupils' progress and to marking policies to stress the strengths in children's work.

Continued page 3



Over the top: scrambling buff James Spender tackles a gruelling course during the finals of the British Schoolboy Motorcycle Association Championships held in south Devon. More than 200 competitors from all over the country - including two girls - were hoping for honours in five classes ranging from expert to cadet. Picture: Martin Koenig

Teacher accuses Scots of race discrimination

by Neil Munro and Bert Lodge

A teacher from England has claimed that the Scottish General Teaching Council was guilty of racial discrimination in refusing to admit him to its teaching register.

In a case which went before an industrial tribunal in Edinburgh last week, Mr James Graeme, aged 36, of Bolton, Lancashire, claimed its attitudes amounted to racism against people trained outside Scotland. Judgment is reserved.

Mr Graeme applied last year for registration as a secondary maths and science teacher. He took his case to the industrial tribunal after being turned

down both by the council's "exceptional admissions" committee and the full council.

The council rejected his application on the grounds that he did not meet academic requirements, namely two graduating passes in maths and three in science - saying in the Scottish system a graduating pass meant two consecutive years of study of the subject at a degree level.

Mr Graeme said that since obtaining his postgraduate certificate of education at Bolton Institute of Higher Education in 1985 he had worked for one term as a maths supply teacher in Rochdale and another term in Tameside teaching computer studies. He is currently an open learning tutor in computer studies in Manchester.

On whether his PGCE entitled him to teach in schools he said there was currently some confusion. The lecturer, he claimed, although the course is advertised in the current *Education Year Book* as applying only to FE. A spokesman for Bolton Institute of HE said the position was that if a school wanted to employ a teacher with the qualification from Bolton, provided the person had O levels in maths and English a request could be made to the Department of Education and Science.



James Graeme

Offer of help to children of apartheid

by Biddy Passmore

Black South African children whose schooling has been disrupted by the present unrest may be able to complete their education at peaceful boarding schools in Britain, under an offer from an anonymous donor.

Mrs Shirley Moulden, an envoy of the Right Rev Desmond Tutu, Bishop of Johannesburg, made a fleeting visit of the West Country last week to find out if local independent schools would be prepared to offer places to children selected on the basis of need and academic merit.

Her visit was prompted by an offer from an anonymous donor to pay the full cost of educating a number of black children up to the age of 18 and beyond. The number was put this week at "between six and 12" by one informant and "a minimum of 50" by another.

Extra funds could be raised to top up the money offered by the anonymous donor. Mr Bob Geldof is thought to have expressed interest in providing help.

Schools interested in taking part in the scheme (not just in the West Country) are now being urged to write direct to: The Rt Rev Desmond Tutu, P.O. Box 1131, Johannesburg, South Africa.

NOTICEBOARD

CONFERENCES...

September 5-7
Portage: progress, problems and possibilities at King Alfred's College, Winchester. The Portage home teaching scheme aims to help parents educate their handicapped children to be as independent as possible before they start school at five. Speakers include David and Marsha Shearer, George Jesien, Professor Sidney Bjour and Willem van der Eyken. Details from Helle White, King Alfred's College, Seward Road, Winchester, Hants SO24 4NN or from Sean Cameron, Department of Psychology, Room 235, Murray Building, The University, Southampton SO9 5NH.

November 1
Play Matters (the National Toy Libraries Association) conference on *Friend or foe? Working together, the partnership of the voluntary and the statutory services* at the Education Centre, Anlaby Park Road South, Hull. Details from Mrs Pat Forte, Secretary, Humberston TLA, 19 Fernhill Road, Hull.

November 7
Voluntary Organizations' Communication and Language (VOCAL) seminar on 'Do we learn?' at the Pharmaceutical Society of Great Britain, 1 Lambeth High Street, London SE1 7JH. It will provide a comprehensive view of how teachers, educational psychologists and speech therapists work together and identify areas for improvement. Cost: £25 (incl. VAT for VOCAL members). Applications from the Director, VOCAL, 148 St John Street, London E1 1AA.

EVENTS...

August 16
The first Limehouse Festival at St Anne's Church, Limehouse, London E14 celebrating all aspects of life in the community including exhibitions on local history, musical performances, street theatre, etc. Details from Mel Evans or Lara Brook, 10 Garford House, St Vincent's Estate, Limehouse Causeway, London E14.

August 19, 21, 26 and 28
The Africa Centre, 38 King Street, London WC2 is holding craft and cultural workshops for seven to 13-year-olds. On August 19 and 21 they will focus on southern Africa and on August 26 and 28 on west Africa. Admission free. Details from Wahu Materiwu, Africa Centre, telephone 01-838 1973.

October 7
British history: past, present and future - a lecture by David Cannadine at the Lecture Theatre, Institute of Archaeology, 31-34 Gordon Square, London WC1 at 5.30pm, followed by discussion chaired by Rodney Hilton. All welcome.

COURSES...

October 5-8
Staff appraisal workshop for senior college staff at the Further Education Staff College, Bagnod for LEAs and senior institutional staff with responsibility for staff appraisal. Details from Keith Spence, Staff Tutor, FECC, Bagnod BS1 6RG.

October 15
National Organization for Initiatives in Social Education one-day in-

service training day with Dr David Hargreaves on *Achievement in schools*. Details from Gethin Davies, 108 Woolsey Park Road, Birmingham B29 5HQ.

Cycling
The Cycling Teaching Certificate Course is a basic cycling coaching course for teachers, trainee teachers, youth and community group leaders, parents and others involved in coaching school-aged cyclists. The courses are run jointly by the English Schools Cycling Association and the British Cycling Coaching Scheme, which validate the certificates. The next courses will be held at the Calshot Activity Centre, near Southampton, Hants from October 31 to November 2 and from December 12 to 14. Fee £245. Details and application forms from Mr G. Greenfield, ESCA National Coach, 157 Winclestone Avenue, Southampton SO2 9JR.

Communication and Education
A new Open University degree course brings together the study of language, communications media and education. It is directed towards parents, teachers and others interested in the way children acquire language and literacy skills. The course is also available for a "one-off" study, cost £295; financial assistance may be available for the low-waged and unemployed. Audio cassettes are included in the study material and there are 12 associated television programmes. Details from ASCO, Open University, PO Box 76, Milton Keynes, MK7 6AN.

PUBLICATIONS...

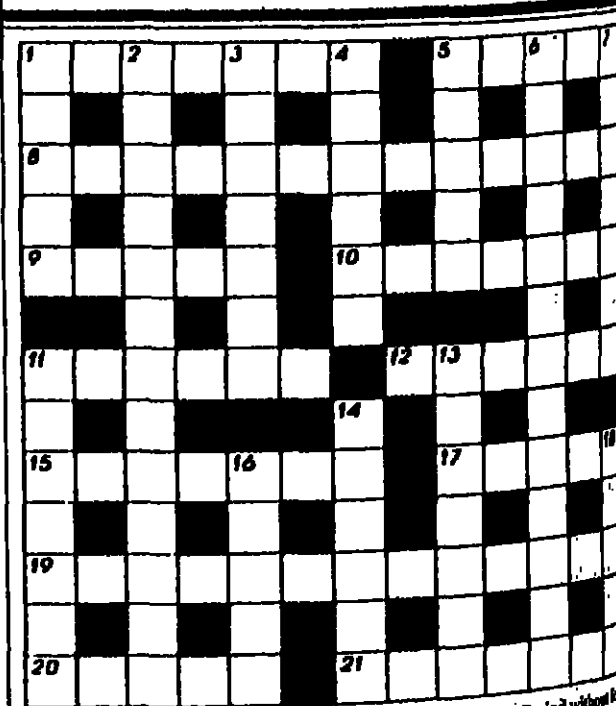
In Place of Confusion
A paper on technology and science in the school curriculum by

Professors Paul Black and Geoffrey Harrison, published jointly by the Nuffield-Chelsea Curriculum Trust and the National Centre for School Technology at Trent Polytechnic. It sets up a single model of the curriculum within which the separate roles of technology and science can be redefined so that they can be made to meet the needs of young people coping with the challenge of technical, economic and social change. It costs £2 and is available from the National Centre for School Technology, Trent Polytechnic, Burton Street, Nottingham NG1 4BU and from the Association for Science Education, College Lane, Hatfield, Herts AL10 9AA.

Appraising Appraisal
A critical examination of proposals for the appraisal of teachers in England and Wales based on the report of a British Educational Research Association conference held in March for senior staff in LEAs and teacher training institutions. It includes contributions by Mr Brian Wilcox, Professor John Nisbet, Professor Desmond Nuttall, Dr Bryan Dockrell and Professor Edgar Stones, and costs £3.95 (£2 for BERA members) from BERA Publications, Dixon Printing, Burnside Road, Kendal, Cumbria LA9 4AL.

Teachers' Centres in Northern Ireland
An up-to-date guide to the services and activities of teachers' centres in Northern Ireland, price £1.50 including postage, from The Resource Centre, Faculty of Education, University of Ulster at Coleraine, Co Londonderry, BT52 1SA. This is the first in a series of booklets to be published by the centre on matters of local educational interest.

No 267 CROSSWORD by Rufus



Across

- Two points in a dog delight (7)
- Maintain a high level (3, 2)
- Winged messenger (7, 6)
- Similar points about music in Scotland (6)
- Boards with relative by marriage (7)
- Diagram number (6)
- I creep around and fence a way in (6)
- Tugs are put into safe-keeping (7)
- A sign that your car's not working! (2, 3)
- Chasing by giving two cards instead of one (6-7)

Down

- Admit defeat and return (5)
- She may turn out a successful actress (7)
- Breakfast food firm boasts an embargo (5)
- Not exactly striking description of what kings are doing (7, 2, 4)
- Used by economists to paint a not so wide (7)
- In the translation it becomes yours (5)
- Delightful excursion (8, 5)
- For punishment the writer gets the cane, perhaps (7)

11 Period without appears in quickly (4, 3)
12 Cut off, and about (7)
13 Off (7)
14 Minded watched (6)
15 Upped a girl and (6)
16 Grew (6)
17 Grew (6)
18 Grew (6)

Solution to puzzle 266

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English from 5 to 16

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Drama at Edinburgh, page 21

NUT us The Amazons, page 16

Don't go back to square one, page 4

An exercise in brinkmanship

The unions and the authorities met last week at Acaas (page 5) to decide how to sort out the question of cover in time for the rapidly approaching autumn term. With a taste for brinkmanship worthy of Khrushchev and Kennedy, they decided to meet again on September 1, committed (or alternatively not committed) to working out an interim agreement which would prevent trouble breaking out again while the rest of the pay and conditions agreement is being thrashed out.

You have to express their agreement (or alternatively non-agreement) in this highly qualified form because there must always be doubts when employers and unions adopt a timetable which amounts to "an agreement to agree" in short order, on issues on which they are sharply divided.

The unions remain strongly united behind the proposition that no more than one day's cover should be provided. The authorities on the other hand, are pressing for a minimum of three days. The obvious compromise of two days does not as yet seem to have won the day.

From the teachers' point of view, cover continues to evoke specially strong feelings. Local practice has varied enormously in the past, but for many teachers who unwillingly endured the heartlessness of the last two years, reducing the cover obligation has become a major objective. The recent High Court judgment has strengthened the hand of the I.E.A.s in maintaining that in default of any new agreement, teachers are bound by their contracts as construed by Mr Justice Scott, who regarded cover as part of the teachers' normal professional responsibility. Naturally the authorities are reluctant to give up this position till they have a deal which is satisfactory all round.

Moreover, the cost of extending the supply service so that every school can be adequately served with replacement teachers within 24 hours of any member of staff being absent, would add millions of pounds to

the cost of any eventual settlement, even supposing additional supply teachers of quality could be readily recruited (which of course they cannot be). Back-of-the-envelope calculations of the cost of the new pay structure have not included this or any other expenditure arising out of the new package on conditions of service.

What is clear is that there is no going back to the former times when teachers meekly expected to stand in whenever and wherever an absence occurred. When the employers decided to go for a detailed contract it was clear that the cover obligations would have to be taken into account. The local authorities recognized this, even if the Secretary of State was reluctant to acknowledge it, but it has been part of Mr John Pearn's negotiating technique to leave areas of dispute in the air while driving ahead for agreement on pay. So far this has worked, but now comes the difficult part. He cannot afford to pay too much for the all-important bits and pieces.

When Pearn came face to face with Mr Kenneth Baker to discuss the heads of agreement and their likely costs, the Secretary of State will innocently ask the authorities' leader for a price list which no one will be able to give him. All he will get are some fairly well-defined salary proposals and a set of vague aspirations for agreements by January 1987. The sooner things that can be pinned down into clear, concise and costed terms, the better chance there is that Mr Baker will be able to deliver the goods. Till they are, he will be non-committal.

What would be disastrous from everybody's point of view, however, would be another outbreak of guerrilla warfare. If there is one thing which would wreck the teachers' already damaged image it would be more strikes and more sending home. Trouble is now threatened in various places (page 3) where there are outstanding niggles carried over from the earlier dispute or, as in Northamptonshire, where teachers are disposed to take action against a local

authority's staffing plans. The setting of maximum class sizes, if this is part of the final agreement, could also entail large extra costs unless the authorities and heads are given reasonable discretion. No doubt some such agreement could be forthcoming, and the Scottish experience has shown that it could be managed without undue cost or inconvenience, but a great deal depends on how it is hedged around with qualifications of dubious strength. It must be hoped that in this, as in every other aspect of the new agreement, the commitments entered into by both sides will be so devised as to make lightning strike action a breach of contract in all circumstances and recreate civilized relationships in which teachers see their responsibility to their pupils as paramount.

Meanwhile our letters columns (page 12) continue to reverberate with the rumbling discontents of senior teachers, heads of departments and others who come within that important group, just below the level of heads and deputies, which has been singled out for bad treatment in the draft pay settlement. How it was that the representatives of AMMA, SHA and the NAHT brought themselves to accept that particular part of the Coventry formula can only be guessed at. It is extraordinary what gets done at the end of a negotiating marathon when the momentum for agreement at any price begins to build up. Clearly, to judge from Mr David Hart's defensive letter of August 8, the NAHT can see the stark contrast between the treatment of certain heads and that other group of senior staff.

The unions obviously have their own internal divisions which explain, if they don't excuse, their lack of moral courage. The local authorities have less excuse for setting aside their managerial obligations to a key group of teachers. Mr Baker will have to step in. Probably this is what the teachers and the authorities are relying on, even as they pretend to deplore their centralising ambitions. But if the wicket-keepers are no good, long-stops are necessary.

COMMENT

Breaking barriers

Every day this month a tireless band of volunteers will paint walls, sand floors, and move furniture in the new building of Hazlewood College in Belfast. Enrolments for this secondary school are rising fast, as they are for its primary section on the outskirts of the city.

Lagan College, meanwhile, is currently congratulating itself on its first crop of O level results, which represent a crucial public hurdle. Each of these institutions is "integrated", with equal proportions of Catholics and Protestants among pupils and staff. Each represents a brave communal hope in the face of political deadlock.

Talk to ordinary people in the city and you will find a surprising groundswell of support for this parent-led movement, though you won't find anybody quixotic enough to regard it as a panacea. Education lies at the heart of its problem. But Northern Ireland's religious divisions are faithfully reflected geographically, and integration could not become the norm without bussing on a vast scale. Moreover, the financial hurdles laid in its path by the system as it stands would count all but the most tenacious. The integrated schools have to finance themselves for their first 18 months or so. After that if they are lucky, they can get "maintained" status which means they must still find 15 per cent of their capital costs.

Last week we reported on the holiday schemes which other hopeful social engineers are using to bridge the sectarian divide. Some teenagers from the ghettos of Belfast and Londonderry are sent to America for six weeks, in the hope that this will lure them into joining an all-the-year-round com-



Integrated holidays

munity exercise: 65 per cent take the bait, which is regarded as very satisfactory. Other schemes are humbler but no less effective. But there is a danger with travel schemes that the kids in question will continue to regard the home patch as a natural place for conflict. It is also now being argued that these methods need boosting with high-powered American "prejudice reduction" techniques. Time and money are both in short supply.

Time particularly, in view of recent events. One teacher at a Belfast school told us of her shock at discovering how venomously articulate a normally apathetic third year suddenly became after the news of the Anglo-Irish Agreement. An English master at one of the big grammar schools reports that he now has to counter frequent sectarian jibes if he sets a piece of writing by an Irish author.

The integrated school movement is one encouraging feature of an otherwise depressing Northern Ireland scene.

Encouraging signs are rare, and this makes them all the more welcome. Peace, however, depends on the willingness of both communities, each with their own institutions, to respect each other and live and let live, and this still seems as far off as ever.

No mark, no grade

Delayed anguish from the Scottish teachers' pay dispute hit the headlines this week when some 7,000 Scottish secondary pupils learnt that they had been refused standard grade awards because their teachers had refused to carry out the continuous assessment required for the new GCSE-type examination which the Scots have pioneered in advance of the English.

To make sense of this miserable episode it is necessary to recall that the Educational Institute of Scotland, the main teachers' union in Scotland, had advised its members not to co-operate in the introduction of the new examination and had pressed, instead, for the continuation of the Scottish O grades for another year. The O grades were duly continued, but of course, they only catered for the ablest students whereas the new standard grade was to run across the whole ability range. So some schools decided to go ahead and enter pupils for the new exam, notwithstanding the EIS campaign.

The exam boards warned that with-

out the continuous assessment to grade could be awarded, so it should have come as no shock to anyone when it all ended in tears - the teachers had deliberately withdrawn their labour, knowing that this would leave the pupils in the soup, so there can be no grounds for them to blame anyone but themselves. It does seem unfair that some young people should have been put in the invidious position they now find themselves in.

Now that the balloon has gone up and the results are published, the examination authorities are trying to put the onus back on to the teachers by giving them till Christmas to produce the missing evidence of pupil performance over the past two years which could be used to review the candidates' results. In many cases this will simply not be possible. This will not stop parents from hammering on heads, doors, all the same.

There are bound to be people on the south of the border who will ask if this could happen here. And of course it, or something like it, could if the present truce is not converted into a full-blown peace treaty. But so far the English and Welsh teachers' unions have been wisely reluctant to hit at exam candidates directly - and there could be no more direct attack than a refusal to carry out regular assessment. The Scottish debacle is, however, a timely reminder that the timetable leading to the first GCSE in 1988 starts in the next week or two. There is little enough time to get the examination show on the road.

...no comment

"Ian sometimes gets nose bleeds. He only gets them when hit in the face." From medical information provided by parent and stored on pupil records in Durham County Junior school.

Second opinion

On the plus side in Brent

Local newspapers in north west London have recently carried various letters and articles expressing concern about education provision in the borough of Brent. May 1, for your readers' benefit as well as for the benefit of the education service generally, point out some of the positive aspects of the education committee's work:

□ The schools establishment has been increased by 23. This means there will actually be able to employ 21 additional teachers from this year onwards. The present administration has thus begun to reverse some of the cuts in services imposed by the previous Liberal/Conservative coalition administration.

□ A parents' joint consultative committee has been set up. This will enable parents to be consulted at various stages of policy formulation by the education committee and will be a strong element in the parent/education/authority/teachers' partnership that we envisage.

□ A centre will be funded by the borough for use by the various parents' associations. This will be used by parents who want to obtain independent information about the education services in Brent.

□ We are expanding the provision of services for under-5s. This will not only enable unemployed young parents - single parents - to improve their chances of obtaining jobs or attending suitable courses but will also contribute towards a more coherent and efficient education service.

□ We have more than doubled the number of primary advisers to be employed by the borough. This policy will aid individual schools in raising educational standards.

□ A (schools) standards subcommittee has been set up. This has already ensured that measures are taken - by the education department - to raise school standards. These include a stronger partnership between the borough, the parents and the teachers.

□ Various measures have been announced by the chair of the education committee, Mr Ron Anderson, to attract more teachers to the borough. These measures include financial packages to teachers coming into the borough. Incentives are also included for specific schools. I would point out that the present grave situation as to teacher shortages is not unique to other London boroughs. The situation in Brent has been made worse by the lack of action by the previous Conservative/ Liberal coalition.

□ The report of the independent investigation into secondary schools has just been made public. Its recommendations are being considered by the equal opportunities subcommittee (education) with a view to implementing them.

Many other initiatives, I have mentioned. It is quite obvious that there is a great deal of excellent work being done by the borough's education officers and the education committee. Some politicians of the opposition party have chosen to ignore all that. Instead, they have been trying to undermine the process of progressive change. At the end of the day, it is the education service and the community that are being harmed.

All their attempts are aimed at diverting the community's attention from the present administration's aims and overall objective of improving the quality of school-leavers in the borough.

Nitin Parasharam

Nitin Parasharam is vice-chair of the education department.

James Meikle and Neil Munro report from the industrial battlefronts north and south of the Border

Union leaders dig in over 'one-day cover'

Teachers were this week sticking to "one-day cover" demands as they prepared for a meeting to negotiate interim arrangements on deputising for absent colleagues next term.

Leaders of the main three unions involved pledged strenuous attempts to reach agreement with local authority employers on September 1 but showed little sign of moving in their campaign for a 24-hour limit on covering for unforeseen absences.

The meeting is yet another attempt to bring peace and calm to all the country's schools while talks continue to fill in the details of the costly pay and conditions package agreed in principle at Coventry last month.

Continuing refusal of teachers to cover in some local authorities has caused children to be sent home long after nationally-organized industrial action ceased.

The authorities want to hammer out a stop-gap deal because they have been advised they could be open to action by parents and by district auditors if they do not deduct pay from teachers who refuse to cover.

This would sour negotiations, but the teachers have been under pressure since the National Union of Teachers lost a High Court case in which they argued they were not contractually required to cover.

The urgent talks on cover will not start until after the executives of the NUT and the Assistant Masters and Mistresses' Association have decided whether to accept the Coventry package formally as a basis for the later negotiations.

Local NUT action arising out of continuing disputes over the pay campaign is also to be reviewed.

The National Association of Schoolmasters/Union of Women Teachers has already refused to sign even the preliminary deal, although it is continuing to take part in talks.

Arrangements for cover vary enormously across the country. They include one, three, five and even a 15-day cover agreement. The three big unions now say that no teacher should stand in where absences are foreseen.

Scots 'no-award' row

More than 5,000 Scottish school pupils got "no award" certificates for their exams this summer because of teachers' industrial action.

Now examiners' offers to give the teachers a second chance have been dismissed as meaningless by the Educational Institute of Scotland, the biggest teachers' union north of the Border.

The Scottish Examination Board was reacting to a storm of protest from families who said employers might later see people with no-award certificates as failures.

About 20,000 "no award" certificates were given in English, science and social and vocational skills, all part of the new Standard Grade examination which replaced the Scottish O

grade and is roughly equivalent to the GCSE.

Many teachers refused to carry out the vital assessment of pupils as part of the long pay campaign.

The SEB has now set a deadline of December 31 for teachers to submit internal assessments of pupils who got no award. But the move was dismissed by Mr Fred Forrester, the organizing secretary of the EIS. "It is not as if the teachers had done the assessment and were simply withholding the results," most teachers did not do the assessments in the first place.

The EIS has blamed both the board and ministers for encouraging schools to do the Standard Grade exam knowing that teachers would not co-operate.

Mr Mathura is now unemployed and seeking compensation from Waltham Forest.

Mr Edward Digman, director of personnel services in Kingston, confirmed that Mr Gan would be starting work for the borough on September 1. But he added that his appointment "would be reviewed in the light of developments."

Waltham Forest is to conduct an inquiry into the affair and it is expected that Kingston will take a final decision on Mr Gan's future when the results of the inquiry are known.

Mr Gan denies all the allegations made against him.

The chairman of the Kingston personnel committee, Alliance councillor Derek Osbourne, has defended the appointment of Mr Gan.

"I believe the industrial tribunal decision to be seriously flawed," he said.

While welcoming the report as important, he disagreed with some of its findings on discipline. In his view, inspectors had taken a "snap-shot" view of the school and could have interpreted "horseplay" as violence.

Governors have offered to adopt individual departments to encourage closer links. And meetings have been held outside the school with parents, of whom a high proportion are from ethnic minority backgrounds.

Dr Gerry Gough, head of Burnage High School for four years, did not see discipline as a major problem, but said corporal punishment was abolished by the I.E.A. several years ago - could not be matched for short-term effectiveness. The benefits of pastoral care were more long term.

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NEWS



Demolition threat: New Court, Hampstead's last tenement block, and (below) residents' campaigner Alan Jenkins



School extension plan threatens last tenement

The last remaining tenement block in Hampstead, New Court, may be knocked down if Inner London Education Authority plans to extend the neighbouring New End Primary School go ahead. The ILEA, which has owned the freehold of the 150-year-old building since 1962, says that the school will double its intake in the next few years and that no other land is available.

New Court residents oppose the plans, arguing that Camden's housing shortage would make rehousing impossible. "Some families have been here for over 80 years and went to school together. This is a close community of young, old, professional and working people which is unique in the area. We sympathize with the ILEA position but you cannot solve an educational problem by creating a housing crisis," said Alan Jenkins, of the Residents' Campaign.

Number of trainees reduced

by Patricia Santinelli

Applications to all teacher training courses for this autumn show a continuing substantial decline, but there is evidence that the Government's £1,200 bursary is beginning to reverse the drop in applicants to shortage subjects.

The latest figures from the Central Clearing House and Graduate Teacher Training Registry show that in both BEd and PGCE courses, applications are down by some seven and nine per cent - or some 900 and 1,500 fewer applicants - respectively on the previous year. This compounds similar levels of decrease in applications for courses in 1985 and, as was the case last year, there are still plenty of vacancies in a wide variety of courses.

But Colonel John Massey, the CCH and GTTR registrar, says that in the last four weeks he has received many more late applications for the shortage subjects, particularly maths and physics, than can be remembered in previous years.

The £1,200 bursary is payable in addition to the normal grant to applicants for PGCE secondary courses in maths, physics and craft design and technology. - THE S.

Race case: officer faces new inquiry

by Barry Hugill

The future of Mr Richard Gan, the newly appointed head of the schools division of Kingston borough council, may be in doubt following revelations that an industrial tribunal in June ruled that he had racially discriminated against a colleague.

Mr Gan was appointed assistant director of education for Kingston on June 20. A week later an industrial tribunal ruled that he had behaved in "a harsh and vindictive manner" towards Mr Errol Mathura, a West Indian colleague in the education department of the London borough of Waltham Forest.

The tribunal agreed unanimously that Mr Mathura was the victim of a campaign by officers in Waltham Forest to deprive him of his job and to prevent him taking up a new appointment as education officer of the Commonwealth Institute.

Mr Mathura is now unemployed and seeking compensation from Waltham Forest.

Mr Edward Digman, director of personnel services in Kingston, confirmed that Mr Gan would be starting work for the borough on September 1. But he added that his appointment "would be reviewed in the light of developments."

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NUT rejects merger plea

by Carmel McQuaid

The National Union of Teachers has refused to absorb more than 6,000 members of the Ulster Teachers' Union, who requested a merger.

A previous attempt to merge the mainly Protestant UTU with the NUT in the 1970s was thought to have failed through because the NUT did not wish to align with any one sector in the province.

The UTU secretary, Mr David Allen, explained that apart from the interests of teacher unity, the merger would give his members a similar voice on the Burnham committee as the rival National Union of Schoolmasters' Union of Women Teachers.

Professional Association of Teachers

WHAT EVERY TEACHER NEEDS TO KNOW

PAT is the most rapidly growing teachers' union in the United Kingdom. Its membership increased by 12,000 in 1985. In 1986, there has been a further increase in membership of several thousands.

PAT was responsible for the referral of the 1985/86 dispute on teachers' pay to ACAS and is committed to establishing professional conditions of service and professional levels of salary.

PAT has shown it is possible to advance teachers' interests without harming pupils' education.

PAT is not allied to any party political group and has parliamentary consultants and advisers in the Conservative, Labour and Alliance sectors. If you wish to join PAT, all you need do is write to the following address (no stamp required):

Professional Association of Teachers
FREEPOST
Department EW
98 Friar Gate
Derby DE1 6BR

PLATFORM

Roger Knight says we don't need a national inquiry into English teaching. Outstanding teachers have already made up their minds what children need to know about language, even if the Inspectors haven't.

Don't go back to square one

We are now entering one of our periodic fits of handwriting and earnest dismay over the teaching of English. The Education Secretary gave public notice of it in his address to the World Congress on Reading recently held in London: "Some better, more effective way needs to be found of enabling people to think about how they use language, and to talk about it."

It must have seemed to Mr Baker a properly prestigious platform from which to endorse his Inspectors' view of what needs to be done. In their follow-up document to *English from 5 to 16* the Inspectors suggest that we need a "national inquiry to focus opinion and guide policy formation about what should be taught about our language and what needs to be known by teachers and pupils". *English from 5 to 16* has dealt with the aims of the subject under the headings of listening, speaking, reading, writing and knowledge about language. The problem, say the inspectors, is with the last. Apart from "strong hostility to grammatical analysis", there was little agreement to be found among their respondents on what should be taught: "there is a clear need and some growing willingness to settle an agenda and ultimately a curriculum for this aim, but it is also plain that it will be a long time before the professional unity required to implement a policy can be arrived at."

One way of interpreting the evident vagueness of the replies received on the question of "knowledge about language" is that most English teachers do not see it as a priority distinct from the rest of the Inspectors' aims. I imagine that most of them would argue that if they're any good at all, they are seeking Mr Baker's "more effective way" all the time. That search has a history as long as that of the subject itself. It is not – as both Mr Baker and HMI suggest – just about to begin. Such a misconception is both unjust and damaging. It makes it too

easy to accept that it is due simply to English teachers' incompetence or indifference that an undergraduate survey in an institute of higher education could show "the horrifying ignorance of many students about their own language". (TES August 8).

You would think from such talk that those responsible for teaching English have never before addressed themselves to the question of what children should know about language; that the validity of traditional grammar teaching had never been rationally investigated nor the alternatives considered. You would think that English teachers simply drift with whatever linguistic or ideological fashion prevails and that only a centrally prescribed clutch of principles stands any chance of rescuing the teachers from intellectual chaos and their pupils from the aimless teaching that results. It is simply insulting to assume that the development of the subject has taken place without regard for the kind of questions that the "independent body of experts" would address themselves to in a "major inquiry".

No, we are not at square one. It is not a matter of enunciating abstract principles that will, in the Inspectors' phrase, eventually "settle a curriculum" for "knowledge about language". The dangers of central curriculum directives that ignore the nature of the subject and the best available practice in it are already manifest: the Inspectors' hotly criticized tables of "objectives" in *English 5 to 16* and the SEC English working party's hermetic and unworkable draft grade criteria vividly show the way not to go. It is, on the contrary, a matter of knowing where to look, where guidance of the right kind is to be found.

Fifteen years ago the Schools Council project *Language in Use* put into circulation a handy pack of ideas that constituted one "way of enabling people to think about how they use language and to talk about it". It wasn't perfect but it was an impressive attempt to translate some of the insights of modern linguistics into a programme that could be incorporated into the rest of the work in English.



The perspectives of *Language in Use* can be shown to have been taken over in many good coursebooks and materials for English teaching. A glance, for instance, at the widely used and justly applauded *Oxford Secondary English* should be enough to persuade any "expert" that teachers who base their work on such a coursebook are already helping their pupils to "think about how they use language". Should Mr Baker, the Inspectors or anyone else be keen to know what kind of advice on these matters is presently coming from the most thoughtful people in the field, let them open up the volumes in Methuen's *Teaching Secondary English* series. Let them read Eric Hudy's *English in the Middle Years* (1985). If they want to see what a truly humane and rounded view of English at the primary level can produce, let them read *All Four One* (1986), the outcome of a whole-school programme by the Earls Barton Junior school in Northamptonshire. They will see from these examples that outstanding teachers have already made up their minds what their children need to "know about language"; they just don't see it as an aspect of English requiring the separate and categorical emphasis that it receives in the call for a national inquiry.

The most damaging aspect of the brow-beating invited by the Inspectors' recommendation is that it inevitably (there are many precedents) attracts publicity of a kind that trivializes the ensuing debate and presents English teaching as feeble-minded or irresponsible. The Inspectors have given "knowledge about language" a prominence among the objectives of English teaching that contrasts sharply with the admitted paucity of their ideas on what needs to be known. Inevitably, and as usual, there is no shortage of people willing to suggest an agenda of an inappropriate kind. The stage is already set for the latest re-run of the interminable squabble over the place of grammar. So late in the day, it shouldn't need to be on the agenda at all. The Inspectors' rejection of sterile grammatical exercises on the one hand and their support for the usefulness of a minimal grammatical terminology on the other probably represent views of the majority of English teachers. Unfortunately that sensible compromise cuts little ice with those who can't or won't understand that whatever battles have to be fought over "knowledge about language", they should not include battles over grammar. The head of a university department of modern languages who discovers that many of his students can't identify parts of speech other than verbs or nouns (TES August 8) hasn't disclosed a gross *trahison de clercs* that justifies talk of "horrifying ignorance". When such "research" is presented as though it is of radical significance, huckles are fruitlessly raised and all sense of proportion lost. It seems necessary to say once again that, yes, it can be useful to know the basic, commonplace terms – nouns, verbs, adjectives, adverbs, prepositions. They are economic terms of reference for those who can handle them; but a knowledge of those terms has no intrinsic bearing on anyone's capacity to use the language in the varied and effective way that English teachers wish to encourage.

The atmosphere of urgency induced by talk of national inquiries is hospitable to voices that blur rather than clarify what is at issue. The World Congress on Reading attended by Mr Baker was invited to express its concern at a survey showing that many students in higher education, prospective teachers among them, were mentally deficient in knowledge of English (TES August 8). It was reported that many had even been unable to produce comparative and superlative forms of common words. "Huddest" and "gooddest" were among the hilarious inventions from which, it seemed, we were invited to deduce apocalypses now. I have yet to meet a student who could commit such a nonsense in print, just as I have never heard either word spoken by a student in earnest. These inventions – like the fact that a considerable proportion of those surveyed could give no answer at all – either speak for a healthy sense of humour or, equally likely, a lack of familiarity with the terms. Not to be able to handle the terms "comparative" and "superlative" is no guide whatever to anyone's capacity to handle the linguistic forms that they describe. That it is possible to speak of the results of the questionnaire as being certain to "bolster our calls for an inquiry into English" along the lines now being considered by the Education Secretary is a sign of how easily the sense of proportion and the significance of such ventures may be lost.

Whatever the place of "linguistics" and "knowledge about language" in teacher training courses, the Inspectors' vagueness on the topic as it applies to English in schools is perhaps the most significant element in the whole affair. Should Mr Baker be persuaded to go ahead with an inquiry into what pupils need to know about English, he might start it with a caveat for those who recommend it: that about the problem that so hampers the "independent body of experts" (HMI) that their only proposed solution be to call in another?

Roger Knight is a senior lecturer in education at the University of London and editor of the *Use of English*.

The curriculum from 5 to 16

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James Meikle anticipates a challenge to the NAS/UWT at Brighton next month

TUC in mood for strike ballot law

The National Association of Schoolmasters/Union of Women Teachers, which does not ballot on strikes, faces increasing pressure to change its attitude.

Other unions are lining up behind a call at next month's Trades Union Congress to press for a new Workers' Rights Act which would include strike ballots.

Delegates of the NAS/UWT, the country's second biggest teachers' union, will decide how to vote shortly before the conference starts in Brighton.

The union's general secretary, Mr Fred Smithies, said this week: "If there is legislation we shall comply with it. In advance of legislation being enacted, we reserve the right to try to prevent it getting through."

The NAS/UWT argues that deci-

sions on industrial action including strikes are only made by the executive after issues have been hammered out at branch meetings or conference. Members can show their disapproval by voting the executive out of office later.

Ballots are necessary under the rules of the National Union of Teachers but it has no position on whether they should now become a legally-enforced right or remain a matter for individual unions to determine.

The college lecturers' union, the National Association of Teachers in Further and Higher Education, also holds ballots – although its rules only insist that industrial action is supported by a majority of all members involved. Theoretically, this could be determined by a show of hands.

The union is against restrictive in-

dustrial relations legislation, but during recent consultation within the TUC has supported positive rights, including that of members to be consulted by ballot.

The Association of University Teachers does not have a voting rule either but held one for a strike on January 15 as a "reluctant complier" with Conservative industrial law which gives employers the opportunity to take civil proceedings against unions who authorize industrial action without a ballot.

The NAS/UWT has preferred to take that risk. The pressure to change its practice would be far greater if other unions – which, as they see it, have resisted attempts by the Thatcher government, to interfere in union affairs – were to support an individual's right to a ballot.

TUC and Labour leaders see the issue as essential in forging an understanding about industrial relations. Teachers' unions say clear of such political alliances but would be expected to take note of the TUC position.

The ballot question is the most contentious part of a composite motion to conference calling for new legislation to replace existing industrial law.

The country's biggest union – the Transport and General Workers' – is among those supporting it. TGWU had been opposed to suggestions that employees should be balloted on all industrial action.

The National Union of Mineworkers and TASS, the white-collar wing of the engineering workers' union, are still fighting the move.

Vegetarians take a bite out of the meat market

by Hilary Wilce

Vegetarianism is growing faster among students than among any other section of the population. They are four times more likely to shun flesh-eating than everyone else, according to a survey by a meat-substitute manufacturer.

Eleven per cent now declare themselves vegetarian, and a further 7 per cent say they are non-meat eaters, a 100 per cent increase on last year's figures.

Mr Gregory Sams, creator of the Vegetarian and the Vegetarian, whose Reagent Company commissioned the survey, said he thought the majority of student vegetarians were women.

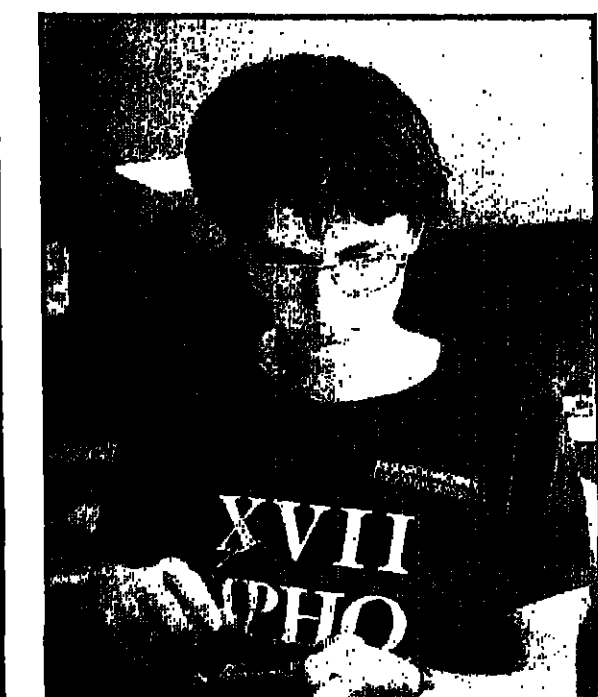
"They are not attracted to the macho image of meat – the man going out and knocking the bison on the head for supper – and the status thing isn't there any longer, the idea that you've arrived when you can afford to eat meat all the time."

"In addition they are probably more aware of the adverse effects of eating too much meat, and know about things like hormone-saturated fats, antibiotics, and how the flavour has deteriorated."

Vegetarian students were likely to stay that way, he said, as they had no long tradition of meat-eating to revert to.



Wrestling with physics: two of five UK contestants in the International Physics Olympiad completing the five-hour theoretical and four-hour practical exam. Students from 23 countries took part in the Olympics – the first to have been hosted in the UK. The team winners came from Russia, Romania took second place and Great Britain was third. Matthew Pearlman from Haberdashers' Aske's School, who won a silver medal, was the only UK contestant to win a medal. The competition took place at Harrow and its main sponsor was Research Machines of Oxford, a micro-computer manufacturer.



Brent to spend £10m on building repairs

by Sue Surkes

Brent Council is to spend £1.5 million on urgent repairs to schools this year in an attempt to stop buildings deteriorating to the point where some would have to be closed.

The first phase of the work, due to start this month, will benefit more than a third of the London borough's primary schools and almost two-thirds of its secondaries. It will tackle repairs left unfunded last year.

Mr Ron Anderson, Brent's education chairman, said: "Some of the work needed is so desperate that the alternative to not carrying out the work would be that the buildings would be so unsafe we would have to close them."

This year's repairs, which range in cost from £10,000 to £150,000 per school, will include re-wiring, re-roof-

ing, decoration and carpentry. Some of the schools are nearly 100 years old.

At Oakington Manor primary school, where windows will be renewed at a cost of £20,000, rust is eating through metal window frames and concrete window sills are crumbling away. Only two months ago, a chunk of concrete and plaster dropped out of a classroom ceiling, narrowly missing a child, caretaker Mr Terry Campbell said.

A survey of Brent schools carried out by the council's director of works 18 months ago found that £6.5 million would have to be spent on essential works to bring the buildings up to a minimum standard.

Students urged to assess courses

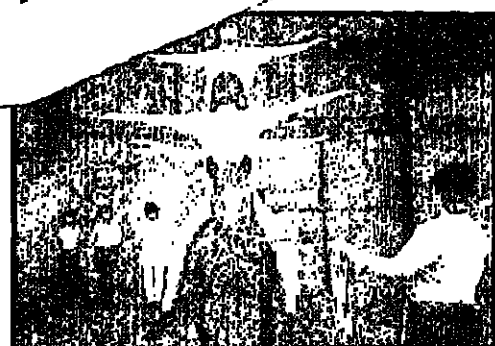
by Biddy Passmore

More and more students could be asked to assess their courses and lecturers as part of a Government-inspired drive to boost public confidence in universities.

Universities are urged to consider such ideas in a 36-page report on academic standards from the Committee of Vice-Chancellors and Principals. Produced by a committee chaired by Professor Philip Reynolds – former vice-chancellor of Lancaster University, in response to questions from Sir Keith Joseph, the former Education Secretary – it is due to be published

NEWS

NEWS



TES reporters visit two pioneering schemes for children with special needs. Geraldine Hackett shows how a love of horses can stimulate learning while Iola Smith visits a holiday centre for handicapped youngsters

Horses for courses

The pace of work at the Avon Tyrell stables on the edge of the New Forest is steady, but relentless. Horses – their grooming, their feeds and exercise – dominate the day of the 26 teenagers resident at the Fortune Centre.

Most of the teenagers are slow learners from special schools, for the basic philosophy underlying the Fortune Centre – motto "Hold fast to reality" – is that a love of horses can be a great motivator to learning basic skills.

The stables were opened 10 years ago by Mrs Yvonne Nelson and the Hon Mrs Peter Bullie, and the centre is still the only further educational establishment with a curriculum that takes the horse as its core subject.

The aim of the centre is to improve the employment prospects of teenagers who may have few skills to offer. So far, the centre's record has been impressive. Of the 100 teenagers who have taken the course, 85 have either found a job or gone on to FE courses.

Many would like jobs that involve working with horses, but that has only been possible in 26 cases. Former

students have, however, found jobs in kennels, small hotels and private homes.

Usually the teenagers have already had some experience of horses – none of the current contingent come from the inner cities – and the aim is to use that interest to develop greater literacy and other skills.

Some 40 per cent come with recommendations from the Riding for the Disabled Association, which provided the inspiration for the Fortune Centre.

Mrs Bullie used to do voluntary work for the association and it was then she noticed the great demand for horse riding for special schools.

The two women found the site, which is rented, and determinedly set about raising the money – £500,000 to date. Running costs are met by student fees – students are either grant-aided by local authorities or the Manpower Services Commission.

Before admission, students spend a week on assessment at Avon Tyrell and they have to demonstrate their willingness to put in the hard and regular work involved in keeping

horses.

The students work a six-day week. They rise early to see to the horses and spend most of the day riding and grooming. The day is carefully structured and the physical activity means evenings tend to end early.

Inevitably, the centre attracts more girls than boys. Approximately a quarter are boys, but that proportion is on the increase.

The improvements made by some students can sometimes be seen very quickly, says Jennifer Nelson, Mrs Nelson's niece, who is the centre's nurse and admissions officer. The outdoor life improves their physical fitness and the skills they acquire in horse-riding and horse-grooming resources self-esteem. On horseback, some students acquire an agility and co-ordination they lack on foot.

As well as riding, the centre offers horse-vauling – a form of gymnastics on horseback, which requires concentration and balance. Debbie Freeman, the centre's manager, says vauling is ideal for students. They can work at their own pace and for the trickier

stunts when there are two or three students balancing on one horse, there has to be mutual help and trust.

The time spent away from horses and at a desk is eight hours a week. Mrs Joan Humphrey, one of three teachers, has a range of ability to deal with, from those who can barely read to those with a reading age of 10 or 11.

The curriculum is based on the *Manual of Horsemanship*.

The exercises are designed to fit in with the work in the yard and incorporate the names of the centre's horses. Weights and measures are taught in a practical way – measuring out the bran and wheat for the different feeds.

The centre used to enter some students for CSE English and money management, but the advent of the GCSE may lead to the phasing out of exams. After the first term students are grouped according to horse skills, rather than academic skills, which makes the creation of an exam class difficult.

Mrs Nelson summed up: "The main reason why we succeed where schools may fail is that we have horses."



Work with horses provides a stimulus that few special schools can offer

IN BRIEF

DES reveals student peak

Record numbers of students are now taking higher education courses, according to Department of Education and Science figures. The proportion of 18 to 19-year-olds entering higher education has peaked at 13.7 per cent compared with 12.4 per cent in 1979, and there are now 573,000 students in universities, polytechnics and colleges. The number of science and technology students has risen by 25 per cent since 1979, and women now represent 46 per cent of the higher education total.

Pay deal row

Universities have told the Government they will not pay salary rises to clinical staff until it produces the money promised. Staff are due increases averaging 5.8 per cent, in line with rises paid to National Health Service doctors and dentists. The dispute arises from differing interpretations of last February's agreement between universities and the former Education Secretary Sir Keith Joseph, about who should fund the rises.

SDP choice

Mr Andrew Hurdley, a 21-year-old graduate in production management from Nottingham University, has been elected president of the SDP students.

Naming accord

Belfast's newest grammar school, which opens its doors next year when Ashleigh House and Princess Garden girls' school amalgamate, has been named in a singularly even-handed way. Hunter House, as it will be known, commemorates both the recent Ashleigh headmistress Mrs Elizabeth Hunter, OBE, and the Princess Gardens head, Mrs Doreen Hunter, as well as its founder in 1865, Miss Anna Hunter.

Design win

Two Corby sixth-formers have won a £500 first prize in a design-a-factory competition in their home town. The 17-year-old pupils from Lodge Park comprehensive school, Graeme Bates and Paul Cranston competed with other local schools to design a 45,000 sq ft extension to an existing factory.

Girls' success

Although far fewer girls than boys in Northern Ireland take science subjects at O and A level, their percentage success rate is much higher, say the provinces. Equal Opportunities Commission. While twice as many boys took O level computer science in 1984, their 65.4 per cent success rate compared with a 70.5 per cent success rate over 3 per cent better in O level physics. Yet, in the same year, A level computer science emerged as the girls' weakest area with 61 per cent of the 41 candidates passing – compared with a 70.5 per cent pass rate for the 112 boys.

Prestel charge

Schools using the Prestel system will soon be able to pay for its education service either by a single subscription free of any time charges, at a cost of £192 per year, or by the existing annual subscription of £80 and four pence per minute for the time connected to the database. Local telephone calls will be charged under the new tariff, due to be introduced in September.

Collage champions

A Liverpool school has won the O'Final – the Junior Cypres Challenge Cup for the Observer Magazine annual collage competition. The winners were children from The Junior School, Liverpool 8, who entered 11 collage pictures. Their entries, along with 100 others, will be on show around Britain's major cities.

Boyson issues underspending warning

by Barry Hugill

Dr Rhodes Boyson, Minister of State for Northern Ireland and a former education minister, has warned his Conservative Party colleagues that many Tory voters want increased spending on education.

His warning coincides with the call this week from the party's left-wing Reform Group for more Government spending on schools if the Conservatives are to win the next election.

Writing in *Commentary*, the journal of the National Association of Conservative Graduates, Dr Boyson appears to be highly ambivalent on many of the shibboleths of the Tory Right.

"The Right of the party may call for vouchers in education or the extension of the direct grant system or open enrolment but I don't think the present position will be tenable over a number

of years," Dr Boyson, however, denies that he has changed his own views.

"I still believe that the majority of people would vote in a plebiscite for vouchers or open enrolment. It is the administrators who are the main problem," he said.

In his article, he says that many people expect the state to spend more on schools and the health service and refuse to accept the Conservative claim that more is spent on education in real terms now than in 1979.

"There is much scope for wet, dry and moderate Conservatives to face and talk through these issues," he says.

The article will cause raised eyebrows among the group of right-wing Conservative MPs who in recent weeks have been promoting Dr Boyson as a possible party chairman.



Rhodes Boyson: denies he has changed his views

Poly plans Irish unit

by Sue Surkes

The Polytechnic of North London has allocated £50,000 to be spent over two years on the establishment of an Irish studies unit.

The facility, the first of its kind in this country, is planned to offer a degree course, and will have a data base and library. Its aim will be to increase awareness about the Irish community in Britain and to broaden understanding about Ireland's history.

An Irish studies half-degree course is scheduled to be launched in September next year – subject to approval from the Council for National Academic Awards.

Teacher quizzed over anti-feminism

by Nigel Burnham

A West Yorkshire teacher could face disciplinary action following the publication of a scathing attack on the local authority's sex equality policy in schools.

Mr Peter Thorpe, head of maths at Highfield middle school, Kelghley, wrote the piece for the city's newspaper *The Telegraph* and *Argus* shortly after the city council announced its decision to appoint a sex equality adviser.

Mr Thorpe said he felt the appointment of an adviser – to be paid £18,000 a year – was a waste of rate payers' money.

"It is clear that in spite of the vociferous efforts of rampant feminism and the tawdry opportunism of local

politicians, the great bulk of the population still acknowledges that men and women have natural feelings and orientations," he wrote in the article.

"It seems that the majority of girls are – many would think sensibly – following the traditional female role model . . . presented to them by their mothers and large numbers of early-years teachers."

He argued that "career orientated" females should be stopped from imposing their values on others.

Mr Thorpe's views have drawn a hostile reaction from Labour councillors. The city's acting chief executive, Mr Brian McAndrew, said this week: "I am extremely disappointed with the

article. I have contacted the acting director of education and asked him to decide whether this is a matter which warrants disciplinary action." Mr McAndrew added that the language used by Mr Thorpe in the article was not appropriate to academic debate and discussion.

It has already been decided that the headteacher at Highfield will interview Mr Thorpe when he returns to school next month. Labour councillor Barrie Thorne – also chairman of the school's governors – has asked the head to quiz Mr Thorpe on why he wrote the article and to impress on him that it was incompatible with the council's agreed policy on sex equality.

No cash for student grant review

by Bert Lodge

Loans, sponsorship and the removal of students from the social security system will be examined as possibilities in the Government's review of student maintenance launched this week by its chairman, Mr George Walden, education junior minister.

He warned in a letter to more than 30 organizations asked to submit evidence by the end of November, that if any new system were adopted it would not mean extra money would be made available.

Those asked to submit evidence include student and teacher unions, local authority associations, adult education bodies and the Confederation of British Industry.

The Government announced in June that it intended to review current financial support for students at first degree or equivalent level. Mr Walden stressed the review would proceed on the basis that public resources for any new system would be "broadly commensurate with what is currently spent on students via student awards and social security benefits."

New CNAA chief

Professor Malcolm Frazer is to be the new chief officer of the Council for National Academic Awards. Mr Frazer, 55, is currently professor of chemical education at the University of East Anglia and formerly spent 15 years at the Northern Polytechnic (now the Polytechnic of North London), where he rose from lecturer to head of department. He will take up the new post in November or December.

Country ways open up for the disabled

Handicapped children can enjoy the countryside on equal terms with able-bodied friends at Gorslywd Farm, a holiday centre in west Wales designed to accommodate the disabled and run by wheelchair-bound Mr Bob Donaldson.

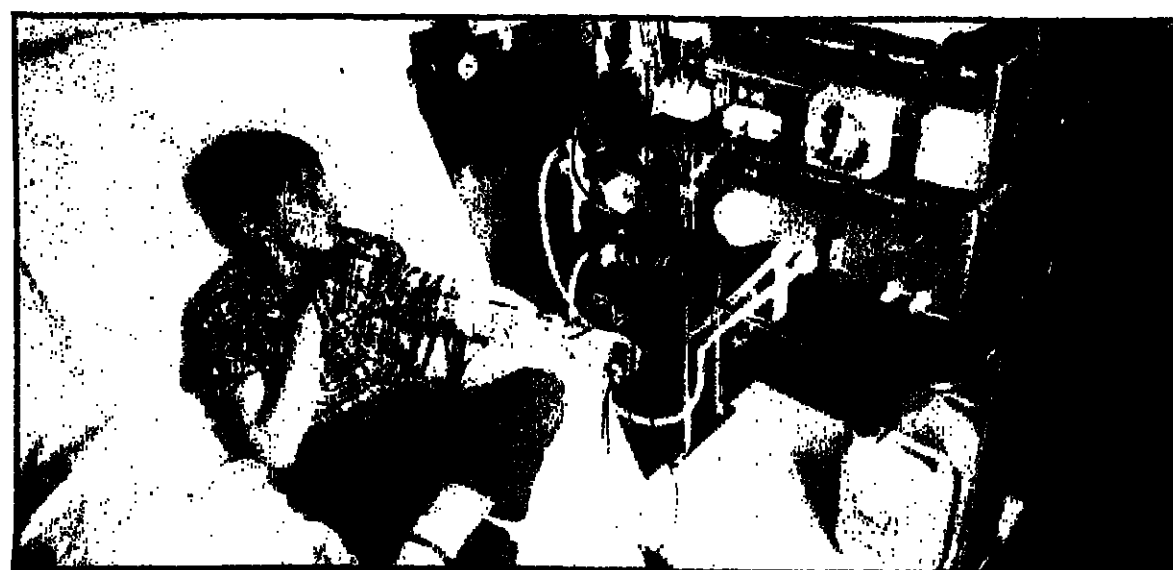
For youngsters who require special medical equipment, the farm has respirators and a plumbed-in kidney dialysis machine. The entire grounds, from nature trail to adventure playground, are accessible by wheelchair.

A link between the centre and the renal unit at Cardiff Royal Infirmary allows young dialysis patients to enjoy week-long activity holidays.

Dr Katie Verrill-Jones, the hospital's holiday organizer, said a typical group of youngsters aged eight to 17 spent a holiday at the farm, accompanied by two doctors, four nurses and a dietitian. She added: "The holiday's self-catering nature was particularly helpful for this group as the children have varying diet requirements and some a restricted fluid intake."

The farm cottages are designed to provide sufficient space for wheelchair manoeuvrability so there was no problem accommodating the two vanloads of machinery required for the differing dialysis techniques.

But other than the time spent on routine dialysis, the children were free to explore the farm, meet the animals and enjoy local sight-seeing," said Dr



Farm machinery: visitor Robert Jewell undergoes renal dialysis at the Gorslywd holiday centre

Jones.

Mr Donaldson is anxious that the disabled become an active part of the community.

The Cardiff youngsters saw wholemeal cookery demonstrations and joined in a pottery workshop. Such interests, in the long term, could develop into careers. As an incentive for disabled youngsters considering a fu-

ture in horticulture, Mr Donaldson has cultivated an activity garden. Photographic equipment is currently being installed in case a budding Lord Lichfield comes to stay.

Farm cottages at Gorslywd, which accommodate eight people can be hired by families or school groups. Prices range from £45 to £105 per week depending on season. The Cardiff chil-

dren went free, as costs were met by Children In Need and the Welsh Kidney Patients' Association.

The centre was opened to enable the disabled to enjoy a holiday without inhibiting the activities of able-bodied friends. Demand for its facilities has been extensive, and Mr Donaldson is considering opening a second farm in Spain.

PRESIDENT REAGAN APPEARS ON ITV SCHOOLS

President Reagan, live from 'SPITTING IMAGE', is to introduce a special preview programme for schools.

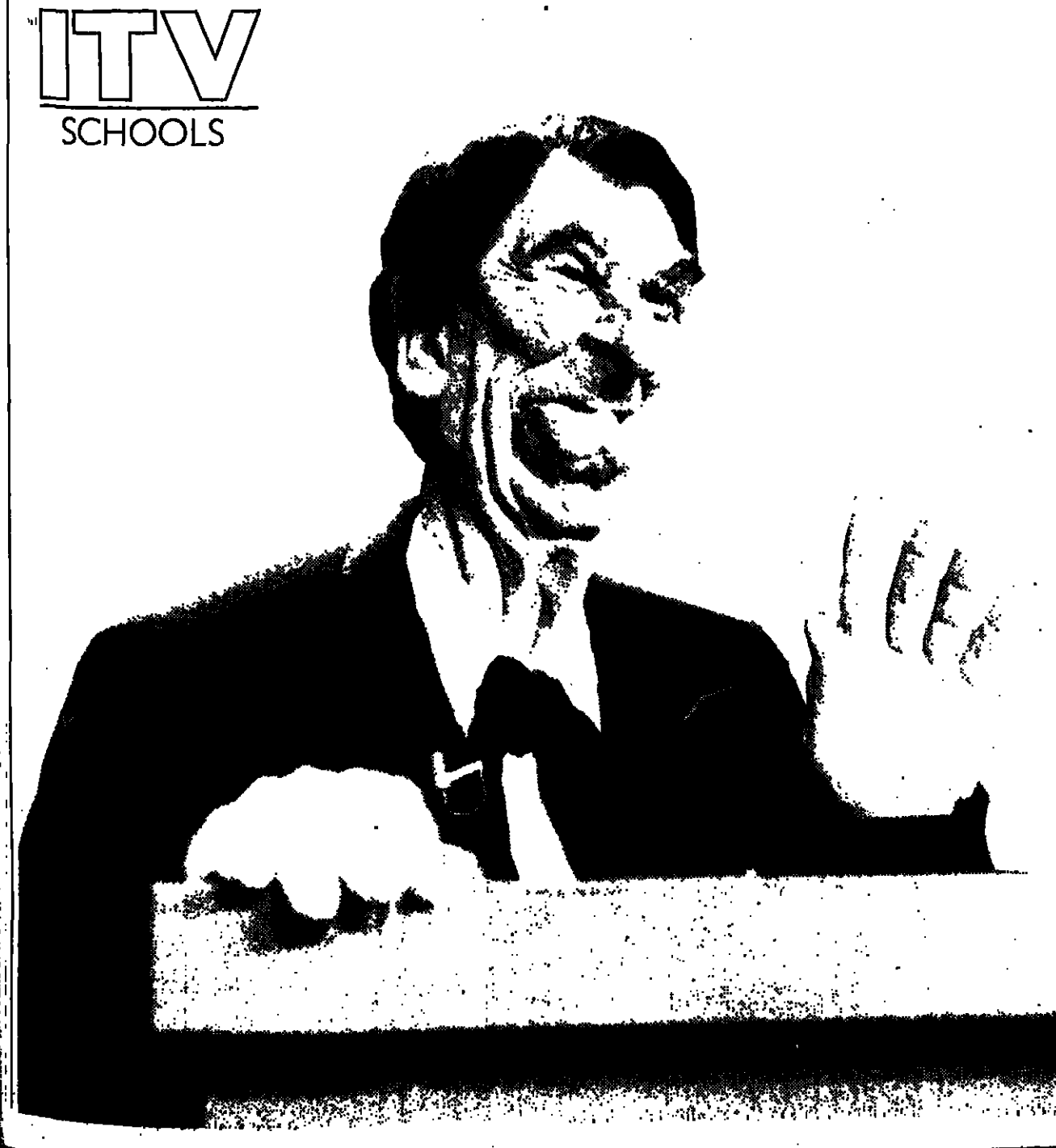
Made by THAMES TV for the ITV SCHOOLS network, 'THE WRITING OF SPITTING IMAGE' is to be shown in THE ENGLISH PROGRAMME this coming year. Its offbeat approach to writing is designed to appeal to both teenagers and English teachers alike.

'THE WRITING OF SPITTING IMAGE' will be shown on Sunday 24th August at 11.30 am (check TV Times for details) and again on Thursday 28th August at 11.00 pm.

This year THE ENGLISH PROGRAMME features 28 programmes on subjects such as poetry, media studies, drama and social issues. Units are titled:

Posts International, Comprehension, Understanding Television II, The Caucasian Chalk Circle by Bertolt Brecht, *Voices in the Dark* (on Teenagers and Divorce) and *Class Readers*.

The ENGLISH PROGRAMME



SCHOOL TO WORK

Job opportunity knocks in south for dole blackspot

by Barry Hugill

Youngsters in one of the north-east's worst unemployment areas are to be given the chance of a job in the more affluent south.

As part of a Manpower Services Commission-approved programme 24 summer school-leavers will join a Youth Training Scheme which will provide work experience with firms in Reading, Berkshire. But their off-the-job training will be provided by their local tertiary college at Peterlee, County Durham.

Mr Dermot Dick, the county's careers officer, believes that most of the 24 will eventually be offered a full-time job down south at the end of their two-year training.

He explained: "The problem in the north-east is the lack of work placements we can offer youngsters. In Reading, there are vacancies - and when a group of employers there approached us we decided to set up this pilot project."

In their first year, the trainees will spend about 13 weeks in Reading, with the majority in engineering but others in catering and retailing.

During their time away from home, they will receive the £27.30 YTS allowance. Accommodation, which will be found for them by the employers, will cost £6 a week. They will have their rail fares to and from Reading paid by the MSC, which will also pay for them to make occasional visits home.

In the second year of training, they will spend considerably more time in Reading and will receive a £35-a-week allowance.

The trainees' progress will be monitored closely by the Durham careers service. "We are obviously very con-

cerned that they should have decent accommodation and adequate supervision," said Mr Dick.

It is Government policy to encourage as many school-leavers as possible to enter MSC training schemes. The problem for high unemployment areas is that they cannot find enough employers able to offer work placements.

Earlier this year, the Cleveland careers service entered into an arrangement with a consortium of East Sussex employers to provide trainees for schemes based in the Chichester area. Under that scheme the youngsters also attend the city's college.

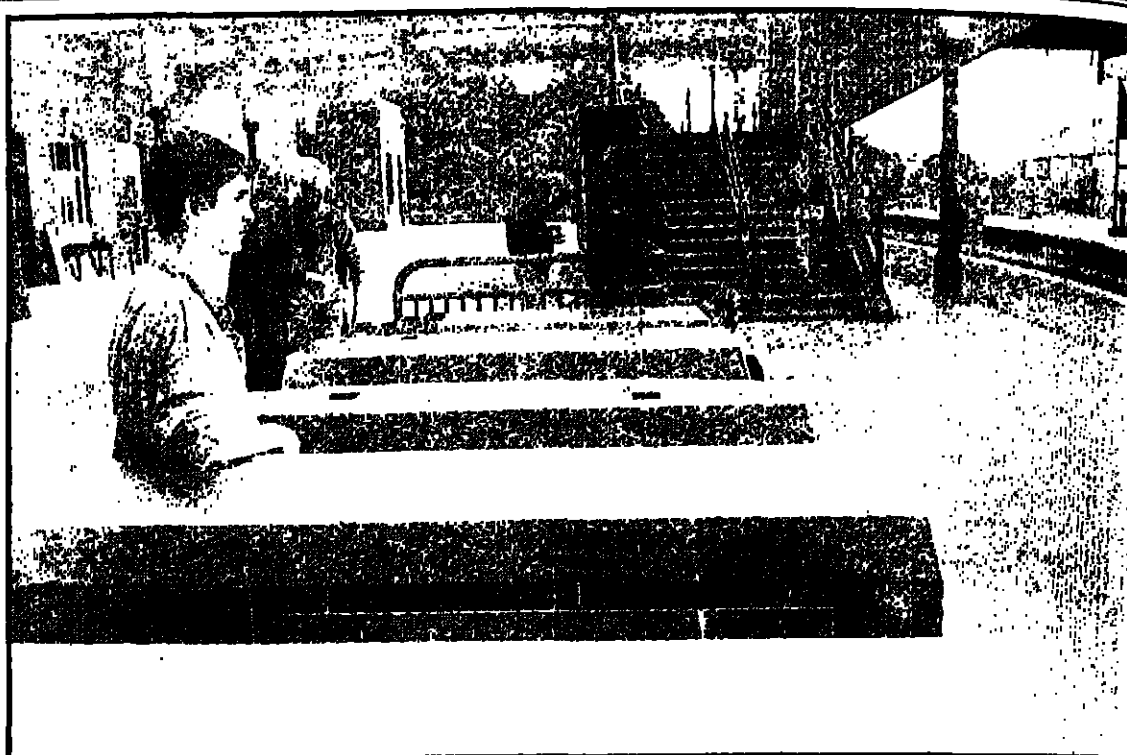
Lord Young, the Employment Secretary, gave his personal backing to the Cleveland scheme and he will certainly approve the Durham initiative.

Figures released last week by the Department of Employment showed that 101,632 under-18s were claiming unemployment benefits. Another 125,107 who left school in July were not included in the unemployment figures because they are not allowed to claim benefit until September.

Nearly 400,000 people are now participating in YTS projects and about 350,000 are engaged in job creation schemes such as the Community Programme.

Although the general level of adult unemployment continues to rise, there were about 195,000 unfilled job vacancies in July.

The gaps remain unfilled primarily because they tend to be concentrated in the south-east, are sometimes badly paid and in a number of cases reflect a shortage of people with the appropriate skills - for example, maths and science teachers.



On the move: north-east youngsters head south for training

Project to improve IT skills

Sheffield University has launched a project designed to improve liaison between schools, youth training, higher education and employers in the field of information technology.

The project, "Skills for the future" - funded by the Manpower Services Commission - aims to contact 1,000 employers to find out what kind of manpower and training they need in IT.

The project team has three teachers seconded from Sheffield, Rotherham and Barnsley education authorities and a research fellow. It is being directed by Mr Jerry Wellington, a lecturer in education at the university.

Firms still opt for university graduates

by Lindsey Darking

Employers prefer university to polytechnic graduates, and believe full-time courses produce students with greater intellectual skills and potential than their sandwich-course counterparts, a survey has found.

Researchers at Manchester Polytechnic's Centre for Educational Development and Training found many bosses attached more prestige to universities than polytechnics. However, there were discrepancies between employers' beliefs and practices. Sandwich-course graduates secured employment faster, earned higher salaries, and required less training than other students.

The initial disadvantages experi-

enced by poly graduates seemed to be overcome in the early years of employment, with a sandwich-course degree particularly useful in science, maths and business studies and less so for engineering and technology subjects.

More than 2,000 graduate employees and 545 employers took part in the study, believed to be the largest of its kind in Britain.

Early Careers of Graduates is available from the Centre for Educational Development and Training, Manchester Polytechnic, Hathersage Road, Manchester M13 0JA, price £12.50 plus £2.15 postage and packing.

College heads urged to join FEU debate

by James Meikle

College heads and chief education officers have been urged to join the debate on the future of the Further Education Unit.

The chairman of FEU's board of management has called on officers, college principals, secretaries of regional advisory councils and further education examining bodies to state their views either to the board or direct to education ministers.

The Government is about to issue a consultative paper on the unit, an autonomous, DES-funded agency. This is expected to list a number of options, including leaving the unit alone, merging it with the Further Education Staff College, or handing it over to the new National Council for Vocational Qualifications.

FEU supporters are worried that the paper may suggest restrictions on the role and scope of the unit.

There are fears the formal consultation will be concerned with bodies represented on the FEU board. These include the local authority associations, the TUC, CBI, Manpower Services Commission, and the DES.

Mr Judy Owen, chairman of the board, has written to other organizations urging them to make representations. He said the board would be meeting on September 13 and October 9 to determine its own response.

"It will almost certainly be concerned to ensure that the wide range of activities at present carried out by the FEU will in one form or another be continued."

Research team pinpoints jobs threat

Community programmes, involving about 150,000 people under 25 who would otherwise be unemployed, could replace existing jobs, according to the Centre for Employment Initiatives, a London-based consultancy and research organization.

An article in its journal, *Initiatives*, suggests this will happen despite MSC guidelines to the contrary. The authors, Anne Gray and Peter Meyer, also argue that the programmes help hold down other wages. About 225,000 people are employed by voluntary organizations, local councils, and a small number of private firms under the programmes on an average wage of £67 a week. Nearly two-thirds of them are under 25.

The authors also say other Government measures, such as Job Clubs and the Restart programme, appear to augur "mandatory job search" and intensified pressure to accept any post.

The criticisms come in an article in American "Workfare" programme, which the social security payments to some form of mandatory "employment". The authors warn against Britain adopting such "coercive" models, saying that Lord Young, the Employment Secretary, had commissioned a study of Workfare.

A Department of Employment spokesman said people should not be misled into thinking the Government had any "big intentions" of running workfare-type schemes. He added that many long-term unemployed people were very grateful for new initiatives. People receiving benefit had always been expected to be available for work.

Anglican schools 'putting children off Christianity'

by Bert Lodge

Church of England schools are less effective at attracting pupils to Christianity than their state school counterparts.

According to social psychologist and Anglican priest, the Rev Dr Leslie Francis, children leaving county schools at 11 are far better disposed towards the faith.

In findings published this week, Dr Francis, a researcher at the Culham College Institute for church-related education, shows that some Anglican schools put their pupils off Christianity but Roman Catholic primary schools exert a positive influence. In all three types of school, however, attitudes to Christianity have become less favourable since the first inquiry by Dr Francis 12 years ago.

He put the same set of questions to over 2,200 pupils in the third and fourth years of 10 Church of England aided schools and five Catholic aided schools. The questionnaire was submitted in the same schools in 1974, 1978 and again in 1982.

Dr Francis tables six factors which he believes influence pupils' attitudes to Christianity. They are:

● pupils' age and sex - girls tend to engage in more religious practice and

hold more favourable attitudes than boys. The same is true of third-year pupils, both boys and girls, compared with fourth-year.

● social class of parents - the higher this is, the more likely it is for parents to attend church.

● the pupils' own religious behaviour - this is the strongest predictor of attitudes and it is significant that pupils in Catholic schools tend to engage in more religious behaviour than other pupils.

● the year of the survey - a lower level of religious behaviour and a less favourable attitude towards Christianity was detectable over the eight years of the survey.

● the influence of type of school - allowing for all other influences, pupils in Catholic schools recorded more positive attitudes to Christianity than pupils in county schools while Anglican pupils recorded a less favourable attitude than pupils in county schools.

Denominational schools and pupil attitude to Christianity by L. J. Francis. British Educational Research Journal, vol 12, No 2, 1986. Caxfax, PO Box 25 Abingdon. Single issue £16, annual £43.

The one-armed bandits that are robbing the young

New research suggests that children are beginning to gamble while still in primary school and that many are seriously addicted by the time they reach their teens.

A study carried out by a third-year student at Warwick University has found that the average age for a child to start gambling is eight.

The student, Ms Sue Ide-Smith, began the study after she noticed children sitting by the roadside and betting 10p on the make of the next car to come along. To them, it was a game but, says Ms Ide-Smith, when the stakes or the frequency of playing rise, it may become a way of raising income.

Her questionnaire was put to 51 children with an average age of 13.7 years at Priory High School in Exeter. Children were asked how often they participated in such forms of gambling as card or coin games, dominoes, slot machines and wagering. They were also asked the age at which they started and about the person who had introduced them to gambling.

Only 10 per cent of the children never gambled. The mean age that the boys began gambling was eight years and for the girls it was eight and a half.

The commonest form of gambling among the boys was slot machines. Starting at an average age of 9.3 years, 83 per cent of them gambled in this form, spending an estimated £15 a year. Eighty per cent of the girls also gambled on slot machines from the age of 9.9 years but they spent less per year - only £3.

Of the boys, 60 per cent gambled on cards and 63 on cards. Ten per cent spent an average of £26 a year on other forms of gambling (the pools, dogs and horses) and had begun this type of gambling before they were 10.

Fifty per cent of the girls gambled on cards but again spent less overall - just over £1 a year. Betting was also popular with girls. Thirty-five per cent of them spent £3 a year on average but began on this path at the slightly later age of 11.5 years.

Ms Ide-Smith points out, with the backing of other research, that if

Recent studies of juvenile gamblers suggest that children are developing the habit well before they leave primary school. Report by Julia Hagedorn

children first experience gambling at the age of eight, when they are more susceptible to its compulsive characteristics, it may be that they form life long habits.

This conclusion is corroborated by Dr Emanuel Moran, a consultant psychiatrist in a London hospital who has been treating compulsive gamblers for 20 years. He is also chairman of the National Gambling Council and recently carried out a survey into the gambling habits of pupils in all the secondary schools of an unnamed north London borough.

He found that 60 per cent of the schools were aware that their pupils participated in some form of gambling. The majority had been sufficiently concerned about the problem to seek help outside the school.

Dr Moran said he too had anecdotal evidence that children were beginning to gamble at about the time they transferred from infant to junior school, and sometimes even earlier. "It mushrooms into the most serious problems in their mid-teens," he said, "because the gambling habit takes months or years before it reaches a peak."

Dr Moran is particularly worried by fruit machines. These are the only

form of gambling where money is paid out instantly without the intervention of a third party. Young children, Dr Moran says, do not realize at first that the machines will win in the end. And once they are in the habit of playing, it is difficult to stop.

It is the only type of gambling on the increase which, he feels, shows the extent of children's involvement.

His survey, the results of which he has yet to write up, shows that the fruit machines in fish and chip shops were played extensively in the lunch hour by relatively young children. In one fish and chip shop, he counted 17 children playing the machines.

As one teacher said: "The children go in clutching their 10p pieces intending to buy chips and end up putting them into the slot machine and finish up with no food."

Dr Moran says that teachers are concerned and bewildered by the problem. They tend to adopt a moralistic attitude and see gambling as stemming from a weakness of moral fibre.

He would like to see more hard data collected on children's gambling habits and a change in the law as to the siting of fruit machines. He says teachers will have to offer more counselling and opportunities for discussion.

His survey found that gambling leads to truancy and playground fights over gambling debts.

The Rev Gordon Moody, founder of Gamblers Anonymous, has now helped to launch a new organization to help families of young gamblers. Parents of Young Gamblers: Although GA keeps no statistics, Mr Moody said that a Birmingham branch had counted 25 to 30 teenagers attending sessions each week. He estimated that 75 per cent of GA members had started gambling between the ages of eight and ten.

The machines are devastating and they are everywhere," he said. "Those who are going to become addicted do so rapidly because the machines are in public places. They do not realize they have a problem."

PRIMARY



Patient virtuoso: a rigid routine of at least two hours' violin practice every day has helped seven-year-old Kate Bruntell from Prestelgne in Powys to become one of the youngest-ever pupils to be accepted by Chetham's school of music, Manchester. Mr Michael Brewer, director of music at the school, says Kate has the potential to be a great musician. "She has flair and plenty of confidence and the fact that she has won a plince here at such a young age is a measure of her talent."

Head practised sex discrimination

The headteacher who founded the National Campaign for Law and Order has been ordered to pay £100 compensation to a woman teacher who alleged he discriminated against her.

Mrs Elizabeth Robbins, who had four children aged two to 15, applied for a position as primary teacher at Mr Charles Oxley's school, Hamilton College, Lanarkshire in Scotland.

Her qualifications included a merit in her original diploma from Jordanhill

College of Education and a BA from Stirling University. She had held full-time jobs as head of a primary school, head of department and senior teacher in secondary school while having her children. But her application was answered by a note from Mr Oxley which read: "I regret I cannot proceed with your application because our policy is not to appoint lady teachers with very young children."

Mrs Robbins, with advice from her union, the Educational Institute of Scotland, went to an industrial tribunal and was awarded £100.

The tribunal said in its decision that the policy described in Mr Oxley's letter constituted indirect discrimination against married women.

But Mr Oxley was unrepentant this week. He said: "It is natural and normal to assume that the mother rather than the father will take responsibility for very young children. But the Sex Discrimination Act does not seem to think so."

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THE SUNDAY TIMES
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EDUCATION COURSES REVIEW

Bill Norris reports US Bible-belt vetting of nursery stories and official against drug addiction

The case of Goldilocks and bare-faced ungodliness

Goldilocks is on trial in Tennessee. Arraigned with her in the dock of Greenville Federal Court are the Wizard of Oz, the Three Little Pigs, and some 20 other children's books, with titles ranging from *A Place for Me to Riders on the Earth*. They are jointly and severally accused of violating fundamental Christian beliefs, of preaching pacifism, humanism, the occult, and, worst of all, the theory of evolution.

The trouble with Goldilocks is that she never got punished for breaking and entering, let alone for destruction of property and the theft of porridge. As for the Three Little Pigs, though it might be thought that their incineration of the Big Bad Wolf set a bad example of cruelty to animals, this is not the point at issue. Rather, the dance around the pyre is said to glorify witchcraft.

This is not, unfortunately, a silly season story. The trial is being held in dead earnest, and the result could have drastic repercussions for the state school system of the United States. It will not end in Greenville, whatever the verdict. Both sides have vowed to take their case right up to the Supreme Court if they lose.

The trial is being billed as "Scopes II", a re-run of the celebrated "monkey trial" in 1925, when the legendary Clarence Darrow took on William



Jennings Bryan in the oratorical battle of the century. Then, the state of Tennessee was prosecuting a young school teacher for daring to teach the theory of evolution. Today the state is on the other side, defending its schools against fundamentalist parents who insist that their children should be provided with alternative books to study.

On the face of it, six parents are ranged against the Hawkins County school board. In practice, the guns are much bigger. Four eminent lawyers have been hired to represent the parents by the Concerned Women of

America - a right-wing religious organization. On the other side, five attorneys are appearing on behalf of People for the American Way, a liberal civil rights lobby, plus more hired by the county's insurance company.

The peg upon which the parents are hanging their case is that the schools have violated their constitutional right to freedom of religion by refusing to offer alternative books to the current series published by Holt, Rinehart and Winston. These, according to Rebecca Wagoner, of Concerned Women of America, "poke fun at Christianity".

"I think everybody has the right to voice disapproval of what their children are taught in school," she said. "We're not asking that the books be banned, we're asking for alternate readers."

But on the other side, this is seen as a potential fragmentation of the state school system along sectarian lines. "If they are successful, it means the end of state education as we know it," said Anthony Podesta, head of People for the American Way. "There would be a Roman Catholic first grade, a fundamental first grade, and a kind of residual first grade for everyone else. If they are successful, they then create the right to ghettoize the public schools into religiously-based curricula."

The case began in 1983 when one parent, Vicki Frost, entered a school in Church Hill, Tennessee, and tried to remove her daughter because the books offended her religious beliefs. She was arrested for trespassing, and later won \$70,000 (£45,000) in damages for false arrest. Now Mrs Frost, who claims to be a born-again Christian, is the star witness for the plaintiffs in "Scopes II".

She told the court, which is sitting without a jury, that she objected to the textbooks' frequent attempts to engage the imagination of youthful readers. "Our children's imaginations," said Mrs Frost, "have to be bounded." She described a reading exercise in

which seventh-graders (12-year-olds) were asked to understand Spring by imagining themselves as a part of nature. It was suggested that they use "the powerful and magical eye inside your head."

"The children of Christians," she said, "cannot violate their religious beliefs by participating in an occult practice." Nor, she added, could they allow equal weight to be accorded to other beliefs. "We cannot be tolerant of religious views on the basis of accepting other religions as equal to our own."

As for a book which described the first lunar landing, and spoke of humans as "riders on the earth together, brothers on that bright loveliness in the eternal cold - brothers who know they are truly brothers," Mrs Frost claimed that it advocated sun-worship, internationalism, and one-world government at the expense of national pride.

The trial is expected to last for two weeks, and is to be followed by a similar case in Alabama. The worrying implication for America's civil liberties is that the fundamentalists are now turning to the courts to exact the same way that they did themselves in the 1960s. Then, with a liberal-minded Supreme Court, great victories were won for civil rights. Now the Supreme Court has changed, and Goldilocks had better watch out.

Anti-drugs plan mooted

The White House campaign against drugs has so far been long on rhetoric and short on any practical measures which might cost money. But the Education Department has just announced it is prepared to finance a drug education programme by making cuts elsewhere in the \$18 billion federal education budget.

This statement, according to an official, was made "in view of the seriousness of the drug problem in the nation's schools." Political observers see it as an attempt to twist President Reagan's arm and force some positive action.

The White House has been sitting for three weeks on legislation by the Education Secretary, Mr William Bennett, which would give money to schools to prevent drug use.

Mr Bennett's measure proposes that school districts in each state would be invited to compete for funds by submitting plans to stem students' use of drugs. The districts would be required to provide one-third of the cost.

It appears that Mr Bennett decided to go public with his offer to strip the funds from other parts of the education budget, after meeting resistance to his plan for immediate action from the Attorney-General, Mr Edwin Meese, who is said to favour delay.

The political pressures, however, are building. With an election in prospect, Republicans are urging the administration to do something quickly. In the event, it is unlikely that taking money from handicapped and disadvantaged schoolchildren will be seen as a viable political alternative.

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How correct answers are a matter of repetition

JAPAN

Barbara Casassus on reasons for top performances in international maths tests

Japanese schoolchildren's high performance in international mathematics tests appears to owe more to rote learning than to analysis. In the second International Association for the Evaluation of Educational Achievement (IEA) maths test, conducted in 1981, correct responses averaged 62.5 per cent for Japanese 13-year-olds (first year of middle school) and 69.2 per cent for 18-year-olds (third and final year of high school).

In contrast to falling standards in England and Wales (TES, July 11), the performance of the younger Japanese pupils was almost the same as in the 1964 test and that of the older group was significantly better.

As in these international comparisons, Japan's rigorously competitive entrance exams to each stage of education consist exclusively of multiple choice exercises. Proficiency is often acquired at cram schools, where pupils practice techniques to get them through the so-called "examination hell". Since many questions are repeated again and again, correct answers become more a matter of memory than analysis.

"International tests prove only that Japanese children are skilled in certain techniques and indicate no special aptitude for maths," asserts a foreign mathematician, who is resident in Japan.



Pupils learn the basic concepts of mathematics on the abacus.

Although the Japanese spend more time in school than their peers in other developed countries, maths occupied fewer hours at the time of the 1981 test: 99 hours a year for the younger groups, compared to 146 in the United States and 117 in England and Wales.

For the second group, 149 hours were devoted to the subject in Japan, against 150 in America and 180 in England and Wales.

Emphasis on maths, which has always been strong in Japan, is acknowledged to be excessive. The final mark in the entrance exam for high school, for example, is an average of all the subjects taken, but an official of the National Institute for Educational Research, which is in charge of IEA research, admits that examiners look inside the average and that "there is a problem" if the maths score is low.

In the 1981 test, arithmetic and algebra came out ahead of geometry, while in the behavioural categories, computation outstripped comprehension, application and analysis. Moreover, computation improved sharply when the test was administered to the younger group for a second time at the end of the school year, whereas the other three categories did not.

The Japanese weakness in problem-solving, which is characteristic of the whole education system, misses the point of maths, contends the foreign mathematician. When choosing topics for their theses, PhD students invariably prefer to seek new applications for existing theories rather than to launch themselves into the unknown by looking for new theories, he adds.

In a separate maths study carried out by the University of Michigan among first and fifth grade pupils (pages 6 and 10) in the early 1980s, the United States ranked last in both groups, while Taiwan came top in the first group and Japan came top in the second. One explanation offered was that mothers in the two Asian countries said "effort" was the most important factor, whereas those in America cited "ability".

On the positive side of the Japanese system, some experts consider the maths curriculum more effectively taught than in the west, and point out that classroom discipline and pupil concentration are better and teachers more enthusiastic. Children are motivated to succeed partly because they are brought up on the idea that failure in school brings humiliation to the entire family, a daunting prospect in a country where loss of face can be devastating.

Raising money, down on the farm

CHINA

the dual function of "experimental laboratories" for students and "affiliated money generating organs", the commission says.

School-run industries, though usually small in scale, employ an additional 600,000 outside workers besides pupils who work part-time, and turn out products ranging from precision military equipment to everyday commodities. Some schools even export their products, while others have entered

the service industries, generating nearly £1 million last year. Conscious that school-run enterprises of this kind are viewed with what critics call a "suspicious eye", the commission has pointed out that while education is receiving greater emphasis, state funding is still inadequate. At the moment, less than 10 per cent of state funding goes towards the purchase of educational materials and equipment, while around 90 per cent is consumed by teachers' salaries and capital construction.

Geoffrey Parkin

Winners and losers in budget cake share-out

NEW ZEALAND

It has been quite a month for Mr Russell Marshall, education minister. First he learned while overseas that the cabinet had decided to close a railway repair workshop in his constituency despite his election-time assurance that it would be kept open. Colleagues and teachers' union officials rushed to convince him that resigning would not create jobs and would do education a lot of harm. He decided to stay and face the music at election time, next year.

Then he had to announce that 170 to 200 secondary teaching posts would have to go next year because of the falling rolls and a financial squeeze. Mr Peter Allen, president of the Post-Primary Teachers Association (PPTA), called it "a great step backwards" and asked what had happened to the Government's promise to go ahead with the recommendations (mainly for smaller classes) of a secondary staffing review committee. The minister had to point to the recent budget, which had cut back departmental spending.

However, the position is not all doom and gloom. The minister added 400 teachers to secondary schools last year and falling rolls will not lead to instant dismissals. Teachers who are told to go receive two years' full salary protection and preference in selection for vacancies.



Russell Marshall

For the minister, that means that he cannot immediately find the cash to finance better staffing ratios. He told the PPTA: "The budget shows that, where it can be done, the Government is honouring its commitment to redress savings from falling rolls into staffing improvements. That may become possible for the secondary service next year, and certainly will in 1988."

Better news is the announcement that the education department plans to recruit 50 overseas teachers for science and maths and for unpopular parts of the country. Southland, for example, New Zealand's equivalent of Ross and Cromarty, has an acute shortage in all subjects.

Although the budget is tough, it actually included a NZ \$10 million (£3½ million) increase in education spending. With that cash 100 more teachers are to be appointed in the move towards a 1:20 staffing ratio for primary classes.

Programmes to secure a proper place for *tahā maori* (the Maori side of things) have been boosted; so has special education, especially the "teaching recovery" safety-net programme in the middle primary. Day-care centres are to come under the wing of education instead of health or social welfare and in-service training is to be restored to some of its former glory.

School-to-work schemes are expanded, as are community college and technical institute programmes. Schools having difficulty abandoning corporal punishment are to be given assistance and training for teacher-librarians is to be increased.

The list is impressive and the only argument is over the relative size of the cake and its slices.

Llyn Richards



Thierry Aumonier (inset): favours the cut in places at his ultra-modern 'old' college

FRANCE

Mary Follain on the changes being forced on a 'nursery' for senior officials

Sweeping changes in France's exclusive college for top officials - the *Ecole Nationale d'Administration* (ENA) - have been announced by M. Jacques Chirac's right-wing Government.

The special entrance exams which enabled trade unionists and local authority officials to enter the college by the back-door are to be abolished. They were introduced four years ago by M. Anicet Le Pors, the former Communist civil service minister.

And, in line with M. Chirac's declared policy of reducing state intervention, the number of places is being cut from 166 to 80 over two years.

As M. Hervé de Charette, the present civil service minister, puts it: "Less state, fewer *énarques*" (as old boys of the ENA are called).

He is also calling for a reform of the highly competitive entrance exams and of the course of study. "The ENA," says M. de Charette, "is sick with its own success." Founded under Charles de Gaulle just over 40 years ago to train top civil servants, the college is often accused of nursing a self-perpetuating élite. It has nearly 4,500 old boys who form a powerful network in both the public and the private sectors as well as in ministries and local government.

The Prime Minister, M. Jacques Chirac, is an old boy. So is his socialist predecessor, M. Laurent Fabius, who tried to make the ENA more democratic.

Bolting the back-door route to the top

no fees to pay, and a future assured. In 1982, amid a hail of protests from the ENA and its old boys' association, M. Anicet Le Pors introduced his third way in. This was by means of a separate entrance exam specially designed for mature candidates with at least eight years' experience in trade unions, local government and other bodies. This, claims the old boys' association, was a violation of the principles of equality of access and even of study since special courses were provided for the handful of students concerned and careers were earmarked for them.

"It was," says the association's president, M. Raphaël Alomar, "a bad solution to a real problem and was bound to fail."

He denies that the suppression of the "third way" means the ENA is closing ranks and becoming more elitist than before.

The association even approves of the Government's intention to slim

There is also a growing tendency for graduates of other *grandes écoles* or universities, who already have a string of degrees, to sit the ENA entrance exams. This, says M. Alomar, "is a waste of good talent which could be benefiting other sectors. These people would be better off in private enterprise instead of bored and unhappy in low-level administrative tasks."

Closer links between the public service and the business world are the key features of the other reforms of the college outlined by the civil service minister. These would involve students attending longer training periods in business.

The entrance exams are in future to require a basic knowledge of law, public finance, the rudiments of social and international affairs and perhaps history and the arts. This will enable the syllabus itself to be less general, perhaps with more specialist training in diplomacy, administration and departmental management.

Where falling rolls mean extra staff

ITALY

Rita di Giuseppe on a 10-year paradox in primary education

It is a truth universally acknowledged that a declining birthrate will bring about a drop in pupil numbers - which, in turn, triggers a freeze, if not a proportional decrease, in the number of teachers.

Not so in Italy, where teacher numbers in primary and middle schools have mysteriously multiplied.

This paradox was recently revealed by the State Audit Board, whose commissioners pointed out a number of features of the country's education system worthy of the *Guinness Book of Records*.

For example, in the past 10 years, pupil rolls at primary schools have dropped by about a million while the number of primary teachers has more than doubled, from 200,000 to 500,000.

Today, Italy can apparently boast one teacher for every 16 primary pupils, one of the lowest ratios in the world but a luxury the country can ill afford.

Sweden's ratio is 21:1, West Germany's 27:1.

Where is the trick? It lies mainly in the art of denying the evidence, especially statistics that show an ever-decreasing demand for education and forecast a surplus of at least 100,000 teachers by 1991.

It also requires the complicity of teachers, union representatives, politicians, parliamentary commissions and, last but not least, the minister of education herself. They all rectify the



One teacher for every 16 primary pupils

the "precarious" teacher - the law was meant to abolish.

Recent graduates, anxious to get their foot in the employment door, have been only too anxious to occupy the limbo of supply teaching.

This unrealistic policy of jobs for all has collided head on with the reality of shrinking primary and middle schools, some of which now have a glut of tenured teachers who see very little of the classroom and who are among the lowest paid in western Europe.

The starting salary for a secondary teacher, for instance, is equivalent to less than £500 per month. After 10 years, that sum has risen to about £600 (equal to the salary of a school caretaker), with no sign of a further rise in sight.

The irreconcilable, it seems, can be reconciled, but at a price.

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LETTERS

The wrong deal to reward real effort and ability

Sir - I wish the Secondary Heads' Association could share the enthusiasm of the National Association of Head Teachers for the pay settlement (TES, August 8). Their general secretary may have got his figures right about the average pay rise for heads and deputies of all schools, but a typical secondary head gets much less than that, and the deputies less again.

Crucial leadership posts such as senior teachers, and those on Scale 4, as your leader rightly points out, are even worse treated.

The plight of the children in our secondary schools, after nearly three years of industrial action of one sort or another, makes peace at almost any price essential, but the proposed new structure, which effectively demotes teachers of proven worth, is a poor reward for their efforts and ability.

I believe the new, egalitarian deal will do little to recruit, retain and motivate the highly qualified subject graduates, who are both attractive in

industry and commerce, and desperately needed in the secondary schools. Presumably the management side, while yielding to the pressure on the one hand of low paid teachers, who certainly deserve their rise, and on the other of education officers determined to maintain their differentials at the expense of ours, have reflected on the fact that it will depend on the efforts of promoted teachers, and heads and deputies to make the new system, with all the business of annual job descriptions, appraisal, and the rest of the complicated and difficult package, work.

Do they imagine that after such shabby treatment these teachers will throw themselves wholeheartedly into the task?

PETERSNAPE
General Secretary
Secondary Heads Association
Chancery House
107 St Paul's Road
London N1

Costly mess

Sir - Mr David Hart of the NAHT takes issue with "your otherwise masterly analysis of the agreement" at Coventry over your implication that teachers on Scale 4 and senior teachers are likely to do relatively badly from the pay deal.

However, in his calculations, Mr Hart seems to make the assumption that such teachers will automatically be appointed to the higher rate of Principal Teacher allowance. Unfortunately, the terms of agreement contain no such statement about the process of assimilation to the new scales. Indeed, as far as I can glean from my own union representatives, very little was said to clarify this point at all, but there was a vague implication that the rate of allowance would depend on the number of Main Professional Grade teachers for whom the Principal Teacher was responsible.

However, in large schools, very many teachers on Scale 4 were not

promoted as heads of large departments, but rather for taking on extra responsibilities beyond their own subject area, such as careers or pastoral work. Some schools have a Scale 4 examinations officer, for example.

Such teachers seem to be in danger of missing out, after many years of hard work climbing the promotion ladder, in some cases moving around the country at great cost to themselves and their families. If they are appointed at the lower rate of allowance (and even this is not guaranteed) they stand to receive only a 7.8 per cent rise, over several years.

Such a paltry rise can only be described as a "mess of putage" in exchange for significant changes in teachers' contracts, and I hope that Mr Hart and his fellow negotiators will not forget the position of such teachers when they meet again to discuss the details of the agreement.

NA HOPKINS
18 Leamfield
Tyldesley
Manchester

Losing scale

Sir - Mr Hart, in his letter concerning the "Coventry proposals" speaks with glee about increased differentials in the salary scales. However, the teachers who will lose most from the proposals are those involved in "middle management" on Scale 3.

Some teachers have held senior positions on this scale for many years, others have moved to different parts of the country to gain promotion. They gain least from the main grade rises and two thirds of them will be demoted with future prospects severely re-

duced. No other union except for the NUT has been prepared to speak up for them.

All teachers on Scale 3 at present should lobby their union negotiators, Mr Pearman, and if necessary, the Secretary of State for Education before the final details are settled, as there seems little justice in the agreement for 10 per cent of the teaching profession. I certainly intend to do so.

JOHN WATTS
2 The Limes
Long Melford
Sudbury
Suffolk

Unjust anomaly

Sir - Holders of senior teacher posts in secondary schools will note the concern expressed by Mr Hart, the general secretary of the NAHT, with regard to the shabby offer of 7.6 per cent to them in the recent ACAS deliberations.

Senior teachers are almost always experienced and successful classroom teachers, who often carry significant and arduous responsibilities in schools, and are usually members of the senior management team.

However, neither the unions nor the management panel to my knowledge have offered any reason why this particular post should be abolished or why senior teachers or any group should be singled out for a very low award.

In his letter to the TES Mr Hart states that anomalies can be ironed out in 1990. Having successfully secured increases of 20 to 30 per cent for his own members - most of whom would no doubt readily attest to the valuable

contribution senior teachers make to the life and management of secondary schools - Mr Hart does not explain why the anomaly of an unjust and parsimonious award to senior teachers should not be ironed out forthwith. After all, senior teachers, like the rest of the teaching profession, have already waited several years for a salary review - they should not be required to wait four more years.

R FOLDHAM
34 The Uplands
Loughton
Essex

Letters should be as brief as possible and typed on one side of the page only. The Editor reserves the right to amend or cut letters where necessary.

Isolated seniors

Sir - I agree wholeheartedly with your appreciation of the totally unfair treatment of senior teachers. You quite rightly point out that they as a group gain less (by at least half in percentage terms) than any other teacher. However, the injustice does not stop there.

I am at present a senior teacher in an 11 to 18 comprehensive school and I at first thought that those presently on Scale 4 would transfer to the lower level of the new Principal Teacher scale - present senior teachers moving to the higher level.

My reactions to such a proposal would be two-fold. First, both groups of teachers would, in percentage terms, only gain 7.77 per cent and 7.64 per cent respectively, less than half the gain of any other group. Second, the existence of two levels of teacher called Principal Teacher would be confusing to staff, parents, pupils and public. Those on the higher level of salary clearly would have greater responsibility and would need suitable identification - "Senior Principal Teacher"? However, it seems that all Scale 4 teachers are to move to the upper level of the new Principal Teacher scale along with present senior teachers.

If this is the case, I am angry and appalled that such an arrangement has been accepted. It would mean that the present group of senior teachers would be isolated, destined to receive the smallest (by far) increase of any other group of teachers.

Worse than this is the issue of present responsibilities and differentials. Most senior teachers are part of the management structure of schools and because of their responsibilities for staff up to and including Scale 4 teachers, have always been paid at a higher level. It makes a nonsense of such management terms if there is to be no distinction between senior teachers and their Scale 4 colleagues. Heads and deputies (alongside whom we work) will see their pay and differentials improve. Senior teachers would see their differentials not only erode but disappear altogether.

If we accept that schools of a certain size require the sort of posts presently filled by senior teachers, then the proposed restructuring must include such provision. It could be done in a number of ways.

The first could be to increase the salary of senior teachers by a comparable percentage with the rest of the teaching force. This would not only be equitable, it would also maintain the vital differential required for efficient management within schools. These teachers could simply keep their present title.

The second could be to keep all present Scale 4 holders to the lower level of Principal Teacher scale. This would maintain the salary and responsibility differential of the senior teacher but would require an identification title (as I have already suggested) to inform staff, parents, pupils and public. Such a proposal would give two groups of teachers low percentage increases and therefore attention would have to be given to reward more equitably these staff.

Another consequence would be the proposed movement of some Scale 3 teachers to the first level of Principal Teacher scale in that they would be equivalent to their Scale 4 colleagues - we are dealing, however, with two groups of heads of departments and the arguments obtaining for the difference between senior teachers and heads of department would not apply.

A third way would be to identify those senior teachers presently members of management teams (not "just" heads of very large departments or faculties) and ensure that some way is found both to increase their salaries by at least as much as other teachers and to maintain their responsible positions in our schools.

I urge your readers (particularly senior teachers) to write to their union leaders to renegotiate this particular part of the agreement to ensure that the morale of all schools and staffs is restored and that a blatant injustice is not perpetrated on one section of the teaching force.

B J GREER
9 Evesham Close
Aldington
Middleton
Manchester

Funny, peculiar

Sir - During the summer each year a remarkable variety of newspapers and magazines seem to find space to quote "examination howlers", supposedly to provide the old gaggle for the holiday season. I suggest that editors might give careful thought to the attitudes behind this growing practice and to its possible consequences before they allow it to blossom any further.

Many of the howlers depend for their amusement value on straightforward lack of knowledge, misinterpretation of information or absence of particular skills demonstrated by candidates. Those who find amusement in such cases merely demonstrate their intellectual arrogance and a painful insensitivity to the feelings of younger, less experienced minds.

"What pious, patronizing twaddle" you may respond, and so it may appear. However, consider this: when did your newspaper or any other last publish a column reporting the outstanding achievements of those many candidates who produce brilliant responses to the problems set before them in examinations?

There are just as many demonstrations of brilliance in public examinations as there are of naivety. Could we not at least have a balance even if howlers are not outlawed altogether?

The much-quoted objective of the new GCSE examinations is to "enable all candidates to demonstrate what they know, understand and can do". The emphasis is on positive achievement. Everyone, including the press,



can contribute to the motivation of parents, pupils and teachers by being seen to applaud success instead of apparently being hung up on poking fun at failure. Will the TES set the example?

P D NEALE
Deputy Secretary General
The Associated Examining Board
Stag Hill House
Culford
Surrey

Mixed lunch

Sir - I was very sad to see that Birminghamshire, as well as other counties, has cut its school meal provision.

Surely eating together and sharing the same food is part of teaching children how to socialize in later life. It is also part of teaching children how to look after themselves by learning food values which they will have for the rest of their lives.

Much ill-health is due to lack of good eating habits and children need to learn this as much as anything else - indeed it will help them a lot more in life than many other school subjects. I should like to see all children learning to cook and the dinner hour become an important part of the day rather than a limbo period which is best forgotten about. Maybe some children could even help in the kitchens.

Much good food does not require cooking and is best served as imaginative salads. After all, most people have to provide a meal for themselves every day of their lives if they can't find someone else to do it.

Many people work very unsocial hours and have lunch hours at very different times of the day. Surely teaching staff should be able to cope with this.

My son is at a nursery school where lunch is considered extremely important. About 90 children (average age

four) sit down together and it is a pleasure to see them enjoying their food and conversation. It is a state nursery.

For growing children, eating good food is an important contribution to their futures. We are not a healthy race and have a lot of bad eating habits. Children cannot work well when they are undernourished and to expect growing children to get through an afternoon on a packet of chips is unacceptable.

You do not have to be rich to eat well but you do need an intelligent, broad-minded teacher or parent to teach you how to eat well and to show you where wholesome food is to be found and the best time for this is by example during the dinner hour and if possible at home.

The arrival of lunch boxes seems very sad. There will obviously be great differences between them and children will be aware that they are the "haves" or "have nots" from an even earlier age. It is known that life expectancy is less in poorer families. Lack of good food in early life must contribute to this fact.

No doubt, the health authorities are going to have to make up money gained by the education authorities by yet more people not being able to look after themselves in an ever stressful world.

VIVIEN SOUTHOON
92 Holloway
Bath

Jarring note

Sir - I read with interest Colin Ward's article (TES, August 8) about ILEA's special music course at Pimlico School. The notion of selecting 15 talented musicians or potential musicians to join an otherwise unselective school is surely abhorrent to a great many supporters of comprehensive education.

Mr Ward's final paragraph included the statement that, "In a great city... it would be organizationally feasible for every secondary school to have a special excellence" - pupils with a particular aptitude being selected for the relevant school, presumably. This begins to recall the days of grammar schools, technical schools and the like.

I cannot help suspecting that Pimlico School might be viewed as pupils to who lose musically gifted pupils to who are used to be reserved for grammar schools and public schools. Is Mr Ward being forced to the conclusion that truly comprehensive education and equality of opportunity are incompatible with the pursuit of excellence?

BERNARD TRAFFORD
16 Burland Avenue
Tottenham
Wolverhampton



Is the pursuit of excellence - such as music - compatible with equality of opportunity in comprehensives?

LETTERS

An unchristian slight on bishop

Sir - The three gentlemen who were so critical of The Right Reverend David Jenkins in their letters (TES, August 8), and who so invensively impugn the orthodoxy of his religious beliefs and moral attitudes, may represent the views of some churchgoers, but I can detect nothing remotely "Christian" in their assumption that the bishop is some sort of heretic because he does

not conform to their own very partial definition of a true believer.

Neither do I recognize as "Christian" their desire to impose their religious beliefs on our schoolchildren while at the same time quite improperly expecting the British taxpayer, whether Christian or not, to pay for it. If they argue that the parents whose children attend church schools are

obviously happy with the arrangement, then I can only say that this is an example of their deviousness. The fact is that many parents have little or no alternative to a church school for their children.

Of course, in a free society, Christians, Muslims, Sikhs, Hindus and Jews are entitled to encourage their children to believe and practise their religion.

But they should do this in their homes, churches, mosques, gurdwaras, temples and synagogues, not in schools; and certainly not at the expense of the taxpayer.

PAULTONKIN
43 High Street
Stoke-sub-Hamdon
Somerset

Language points

Sir - Julia Hagedorn mistakenly refers to me as head of modern languages at Aston University (TES, August 8). I have made a quick check and can confirm that, outside your columns, I have not been unexpectedly promoted. Another, though less significant error, is the claim that the Roehampton investigation led to my own research; the two surveys were initiated independently and have a different focus.

Apart from these two points, the references to my inquiries are accurate, but I am concerned that the context in which they are reported could lead to misinterpretation. My questionnaire was concerned with meta-linguistic knowledge (explicit awareness of linguistic form, grammatical terminology, and so on) and made no assumptions about the relationship of such knowledge to skill in the use of English.

As your editorial pointed out, there is considerable room for debate on this question. I would be surprised, to say the least, if my students produced such forms as "badder", "worse" and "goodest", and I would not entertain the notion that such usage should be attributed to ignorance of the labels "comparative" and "superlative".

I am concerned that many (by no means all) school-leavers are ill-equipped to discuss language coherently, and I endorse Dr Morris's plea for more linguistics in teacher education. But there is a danger of blurring the issues.

Clearly, future teachers need an explicit understanding of language and the technical vocabulary to go with it, but, for all pupils, learning about language is important in its own right and should not be seen merely as the presentation of guidelines for "good English" (though it should help to provide a perspective on questions of correctness and effective expression).

A London further education teacher recently remarked to me that "language awareness is the ILEA flavour of the month", and the recent fifth assembly of the National Congress on Languages in Education (in Sheffield) revealed vigorous efforts to develop language awareness in many parts of the education system. This is gratifying, as is your journal's highlighting of the issue. Let's hope that the flavour lasts.

THOMAS BLOOR
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Aston Triangle
Birmingham 4

Video evidence

Sir - I was interested to read Margaret Underwood's article entitled "Visual abuse" (TES, August 1) because on that day, I was saying something very similar to the conference in Manchester of the Professional Association of Teachers.

An increasing number of children seem to be spending much of their leisure time watching videos which contain horror and violence. More

teachers are becoming very concerned about how this is affecting the child in the classroom and I would like to receive any factual evidence readers may have on this subject to put into a report.

SUSAN McCAFFERY
National Council Member
Professional Association of Teachers
Essex Federation
25 The Rising
Billericay
Essex



Valuable FEU

Sir - I am heartened, as must be others, by Mark Jackson's article (TES, August 8) describing the opposition of local education authorities and others to a future erosion of the Further Education Unit. To throw away, or reduce by liaison, the most influential and effective invention of the DES in living memory would be foolish beyond measure.

What does one have to do to commend its continuance? List its influential, on occasion seminal, publications; its single-handed promotion of pre-vocational education, its conscience - stirring on special needs, its foresight on the adaptation to new technologies; its field projects, curricular, organizational and professional development initiatives; its achievements at efficient and most modest cost? Remember the Schools Council?

The speed of its response and support to colleges and schools grappling with, or attempting to promote change; its welcome independence, enabling us to receive its information and counsel, without checking for the sponsor's by-line.

Merging with the National Council for Vocational Qualification would be emasculating for the unit, cumbersome for both - and what would be the point, save increased central control? Co-operation between the FEU and the Staff College has benefited from their separate functions and perspectives. What again could be hoped to achieve from reducing the number of stimulus and support agencies available to us?

"Criticism of Government policy"? This must be painfully ironic for FEU officers, against a history of being

attacked for being too much in the baggage of the Manpower Services Commission; of alone saving the DES initiative of CPVE from not happening because no one knew about it. The FEU, by persuasion and explanation, has moved the further education service towards quality and effectiveness far more than the alternative strategies of buying in, pulling out, or selling off.

When you've found something you've done the work, that brings toward each other - near miraculously - the requirements of Government policy with the aspirations and pressures of training bench and chalk face, in all rationality, dear Government - why muck it up?

DIANE BRACE
Principal
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Positive view

Sir - At the July meeting of the Further Education Unit board of management, on which I am the Association of Colleges of Colleges-Association of Colleges for Further and Higher Education representative, it was announced that a "review" of the unit's work was to take place. In the light of recent cuts in funding, it was natural to attach an ominous meaning to the word "review".

However, I believe there are a number of reasons for taking a more positive view.

Much has been heard recently of the co-operation, between the Department of Employment and the Department of Education and Science, between I.E.A.s and the Manpower Services Commission; and

schools, colleges and industry. The FEU is in a unique position to play a pivotal role; perhaps its budget should be doubled with equal contributions from the employment and education department.

Attention has been drawn by bodies such as the National Association of Head Teachers to the desperate need for a coherent pattern of education and training for young people, particularly to the age of 18. The span of interest of the FEU enables it to support the work of the National Council for Vocational Qualifications and to analyse and develop the relationships between the GCE and the vocational and training qualifications.

The FEU acts as a catalyst through its contact with the colleges. These contacts are enhanced because of its independence and location and there

are spin-offs from the projects in the form of "on the job" staff college and curriculum development. A current project supported by ACFFE and APC concerned with the effectiveness of colleges is an example of this type of work.

Further education is the post-school, life-long acquisition of knowledge and skills. It is concerned with preparing the individual for the changes which take place; pupil to student; student to employee; employee to employer. One trusts that the brief for the review body will be equally clear.

JOHN BALLARD
Principal
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Self righteous

Sir - If ever I've had doubts about the present Bishop of Durham's views - and, like any other Christian, I've had a few - the tone of the letters you printed, convinced me he can't be all bad.

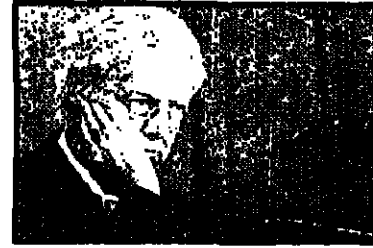
Nicholas Luckett, for example, jumps together in his opening paragraph "the Virgin Birth... the bodily resurrection of Jesus" and "the voluntary-aided Church of England schools".

I am, frankly, shocked by this. The first two in this little trio are surely central matters of faith, and the third a parochial matter. Can Mr Luckett be guilty of special pleading?

Anyway, he is convinced that church schools "offer the guarantee of an education based on Christian principles". Well - "guarantee". To the less biased observer, some such schools look dedicated to the perpetration of middle class educational ghettos, as if that had anything to do with the Christian gospel.

Charles Oxley usurps the right of someone even higher than himself when he identifies the bishop as an "enemy of Christ". How can anyone be so presumptuous? Maybe Oxley is wrong and Jenkins right... how does Oxley know so much? God made him open-minded, and yet he squeals at any interpretation of the faith that doesn't toe his line. And he pulls from the gospels quotes of four words to back up his case. Doggy.

And the "habit of morality" (Geraint Lloyd-Evans) - so that's all it is. No wonder I've found it so difficult all these years.



permeates every area of a committed person's life.

Is "religious apartheid" a menace? Couched in those terms it probably is, for no thinking person would want to see society torn apart by intolerance and sectarian strife. But that is an extremist's vision, and is in no way a necessary outcome of religious commitment. Religious schools help a child to grow with an identity; that is their strength. It is surely by having a firm awareness of their own identity that our emergent adults can contribute most fruitfully to the common good. Can such an education really be called "a menace"?

Similarly, to demand "no religious bias in the teaching of any subject other than religious instruction" is to fail to grasp that religion is not confined to festivals and ceremonies but

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ZZZ

(a esp. prolonged/interj - used as a visual representation of sleep or snoring esp. in cartoons (imit. of snoring)).

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TALKBACK

MAKING MUSIC

The crows and the blackbirds

Vera Wyse

I asked a group of BEd students what music they had done in school, and what feelings were evoked by their memories. About one quarter remembered singing only; a few added that they sometimes accompanied songs with percussion instruments: firmly told by the teacher when to tap their triangle, tambourine or drum.

None could remember the songs, either words or music. For most, music in school was felt to be a non-event, making no positive contribution to their education at all.

To some the experience was painful. Two or three students still remembered vividly the fear or embarrassment of being made to sing solo in front of their peers to check voice quality and intonation.

One told the story of a teacher who listened to each of his pupils and then divided them into crows and blackbirds. The crows were sent to the back of the room and made no active musical contribution for the rest of the year, while the blackbirds were coached for the local music festival, where, apparently, the school was highly thought of, returning each year with cups and rosebuds for excellent singing.

Of the students whose memories were more positive, the good experience – if good is the right word for such a non-contributory activity – was firmly in the primary school. Music ceased to have even that appeal in the secondary school when it became a quasi-academic grind, consisting of notes on

musical history, essays on composers, occasional singing and, the biggest bugbear, learning musical notes unrelated, it seemed, to any accompanying sounds.

Of course it is easy to look back and blame someone else for your lack of effort. One person in the group said she actually felt sorry for the music teacher who was frequently driven to tears behind the piano by an unruly class. And students do sometimes exaggerate. However, some thought-provoking points emerged from this conversation.

The introduction to the recent DES document *Music 3 to 16* says: "Music is essentially a practical subject. Those who, however modestly, actually perform and compose music are more likely to respond to it than those who do not" and later: "Learning music has something in common with the acquisition of language. The early stages are largely intuitive, depending much upon the ear, and involving a great deal of memorizing, imitation and experimentation." It did not seem as if any of this good advice had been followed as far as these students were concerned.

Being aware that in two years students, their experience was not handed on to their pupils. I began to think seriously about what was needed. First, they needed confidence in their ability to transmit the values and enjoyment music. Second, they had to have enough knowledge of the subject to be able to teach it. By means



LAUNCHING THE GCSE

Making a monkey of the teacher

Nicholas Tyldesley

The campaign that launches a new commercial product is usually a mixture of sexual titillation, envy creation and the liberal distribution of promotional literature. With a salesman's flourish the product is unveiled to the sound of champagne corks popping, and cameras clicking. In plush conference rooms, the selling strategy is plotted with quasi-military precision with training manuals, free handouts, slogans and logos the basic tools of the trade.

What a contrast is the launching of GCSE. In the familiar surroundings of a school without pupils whose empty desks, complete with demotic graffiti are occupied by their teachers, the task of hyping up enthusiasm for the new exams takes place for two days. A certain scarcity of documentation can be observed since schools have only received limited copies of syllabuses; freebies turn out to be coffee in plastic

cups and the temptation of a school dinner. The smooth voice-overs on the training videos are to instil confidence and a measure of enthusiasm but the troops are dispirited as a result of the action and there is an undercurrent of panic as lesson one with the new fourth year looms closer.

A further sense of disillusion is created when it is realized that a number of the training exercises put teachers in the role of the organ grinder's monkey dancing at the end of a string: it is a false exercise now to discuss the aims and objectives when the national criteria had been fixed. The expression of doubts and criticisms can have no effect.

Educationalists have much to learn from the advertising agencies. It is obviously important to convince the salesman/teacher that the product is worth marketing.

This involves a range of manage-

ment of workshops, videos, listening, talking, visits and, above all, encouragement and practical help we all, students as well as tutor, tried. But I'm sorry to say that apart from a few students who (were already) convinced of the value of music the rest have not moved forward.

Before this article begins of a failed music teacher, let me hastily say that I am neither justifying nor excusing myself. I think there are many reasons for the failure of music to thrive which are applicable to most schools and colleges.

In England we have a fairly good tradition of reasonable practitioners in music, particularly in playing and singing. The plethora of choirs, brass bands, youth orchestras and pop groups gives a healthy picture. It's when you start to probe that the woodwork in the piano legs becomes more apparent. The children who play in county and town youth orchestras usually have parents who pay for private lessons.

They also acquire expertise from places other than school – church choirs, for example. If nine-year-old choristers can sing some of the most complex vocal music ever written, why is the standard of singing so abysmal in primary schools? I don't advocate teaching Palestrina to our infants, but the teacher's time and expertise must have some bearing on the problem.

There are peripatetic teachers, but a lot of expense and effort is required from the parent, and children from less enabling homes rely solely on what happens in the classroom. Unless they're very lucky, this will be much as my students described it.

How many classes do you know with a flourishing music corner, and time made for children to experiment with sound? How many times a week do you hear, in a primary school, a piece of music composed and performed by children? How many infant classes are encouraged to look at music notes as they sing, rather than just a word sheet, if that?

If music is akin to language acquisition, where is the opportunity and time to practice and experiment, and I don't mean sitting in the front room with the picture, piano and the dead relatives' pictures. We acquire language by using it, all the time, not for half an hour or so a week. Later good teachers ensure that we can read by teaching us to recognize, in a relevant context, the words on a page.

Where are the teachers that can do all this with music? I'm sure there are some, but not enough. They need to have had the right music education themselves; they need time to practice, to experiment, to perform, to evaluate and to become aware of all kinds of music. More than all this they need a conviction that music is not a frill, but is vital to the overall development of the child. Art seems to have won its battle to convince people of its value in the cognitive, aesthetic, emotional development of the human being. Music, it seems to me, has hardly started.

Vera Wyse is senior lecturer in early childhood education, Humber College of Higher Education. This article first appeared in TACTYC, the magazine for early childhood education tutors.

ment cum social skills in the training sessions to ameliorate the natural anxieties people feel at the prospects of innovation when the time for philosophical anguish is over and the scheme has to be implemented.

Contact over cocktails and canapés with exam board officials could help to put a human face on the bureaucracy. Away from the everyday squalor of schools in the more upmarket surroundings of a hotel conference suite, when the coffee is served in bone china, teachers are predisposed to treat the occasion with greater enthusiasm. Any remaining inhibitions could be cured by the distribution of such freebies as clipboards, pens and personalized files.

A bad product, of course cannot be explained away by such cosmetics, but teachers at the end of a usually fraught term would appreciate some gilding of the lily. They are weary of constant cheese-paring and covering up deficiencies by amateur attempts to cut and stick and make do. The question needs to be posed: why should teachers be treated noticeably more shabbily than IBM executives at a sales convention?

Nicholas Tyldesley is head of history at Thornbridge school, Sheffield.

DISRUPTED EDUCATION

The bad old days

Jan Sewell

George Bernard Shaw said that youth was wasted on the young, an epigram which has often been amended to "Education is wasted on the young". I do not know whether this is true but I can say that education is certainly a much pleasanter, more civilized affair for the not-so-young.

I had been planning to return to full-time education ever since the day, almost 21 years ago, when I was made to understand in no uncertain terms that I was a "disruptive influence" and would be allowed to return to the girls' grammar school I attended after taking my O levels. I naturally considered this grossly unfair, although in retrospect I can see that I was probably not an easy child to get along with. However it did not take very deviant forms of behaviour to be considered beyond the pale in that school's stifling atmosphere of spurious gentility.

So I was thrust into the world, full of anger and resentment against the educational establishment and I duly "nursed my wrath to keep it warm" during the intervening years. But in the past six months my opinion has changed radically. I am now totally cured of my contempt for a hard-pressed and politically beleaguered profession.

Last year I decided to embark on an A level course with a view to going to university. I approached various institutions with my plans, and was not so much pleasantly surprised as totally overwhelmed to find kindness, a desire to be helpful and a genuine interest far beyond anything I could have envisaged. When the courses I wanted to follow were not available I was even given free guidance and tuition.

The outcome of my university interview was a very reasonable offer, which my final grades more than satisfied. I had been screwing myself



up for years, expecting a battle and in the event it was all so pleasant and easy. Is this the typical experience of a mature student? I wonder, or does it, as I hope, reflect a genuine change in the attitude of teachers to their students? We easily forget the misdeeds of the bad old days in our long, nostalgic longing for the good old days. As a footnote, I must add that I am now applying for my student grant, a task of such complexity – so tortuous the route, and bewildering the forms – that an educational level of at least university standard is a prerequisite. This bureaucratic tour de force is enough to quench the enthusiasm of any student, however mature.

SEXIST SOFTWARE

Here come the Viqueens

Alex Mercer

"Sexist software? Isn't that something you buy from Marks and Spencers?" hear you ask. If my research is anything to go by, it is what teachers are buying to use with their school computer.

I have looked at a sample of nine computer simulations and logic games which have been rated as amongst the best available for junior school by teachers in Sheffield. The programs all contain people or creatures and before reviewing, I checked they were available in schools and in most cases observed junior age children using them.

The bias toward males is surprising; for every female appearing there are over seven males. A first examination showed the proportion to be eighty to one, but I decided to discount "multiple mentions", as in the case of *Viking World*, where the leader has something like 450 men under his command.

In addition the males are involved in active roles as soldiers, sailors and craftsmen; while the females are nesting, witnessing and housewives.

Some of the programs such as *Podd* are 100 per cent male. There seems to me to be no reason why Podd should be male. In *Fletcher's Castle* there are no women mentioned at all. Who did the cooking for the men who were so busy building their castle? I can only suppose it was some of the slaves who were not given a gender. *Dragon World* has a token female in a baby dragon that needs feeding and *Polar Traveller* has a female polar bear.

The program documentation is just as bad. *Into the Unknown* has men exploring Africa and South America. The documentation has some women buying cloth from a merchant.

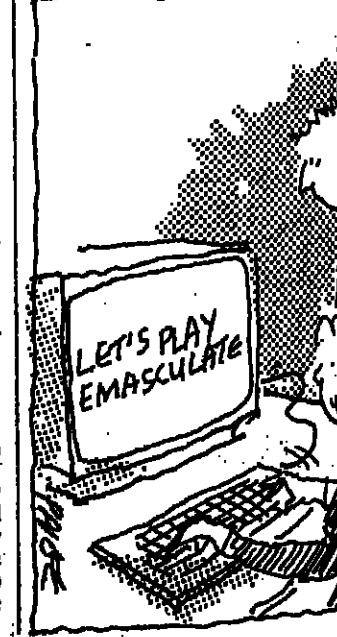
Adventure Island does not give any information on gender, but who would expect the aircrew, submarine crew and scientists to be women? The theme and language of this program seems to be male orientated and the same applies to *Spaces*.

Flowers of Crystal has many creatures with no stated gender, but could a "Proncer" be anything other than male? The children I asked were sure it was a boy because of its behaviour.

The programs are good quality and well worth using, but there needs to be a great deal of extra care in choosing the software themes and characters. The difficulties that girls have with computer studies in secondary schools identified by the Equal Opportunities Commission, may only be exaggerated if younger children are faced with biased software.

I end with a challenge to software producers. Send me your non-sexist, unsteriotyped software and set me singing its praises. As far as I know there is no such material available.

Alex Mercer has been seconded to Sheffield education authority from Lowdges Junior School.



FEATURES

'At Alton Towers they throw up'



Nick Baker teams up with four streetwise youngsters to sample the hazards of a theme park.

WARNING: To experience the Space Station Zero Roller Coaster you must be in good health, free from heart condition, motion sickness, weak back or any other physical limitation.

Eight-year-old Zack becomes uncharacteristically silent as we queue for Space Station Zero, while my other nephew, Josh (11) and his two friends Victor (9) and David (11) chunter on about the violence they hope will be inflicted upon us. I'm faintly concerned about Zack's silence, as we are warned, via computer screens, that interplanetary travel will shortly commence and we should

make sure all objects carried are secure.

After all, it's largely Zack's idea that we are here in the first place. He's one of those children that can recite any current television advert verbatim, and therefore knows the exact West of London location of Thorpe Park complete with motorway references and list of attractions. He's also part of the reason that we are going on the day of the Royal Wedding. While Josh reasons, quite rightly, that there will be less of a crowd, Zack thinks it's a good idea because there won't be much worth watching on television that day.

So, we wait only 14 minutes to have our insides turned out. Zack just passes the height require-

ment for the ride, and as we are strapped into the cars in what looks like a miniature tube station, he makes an astonishingly frank confession. He's scared. Only a little bit.

However, there's no time to dwell on this because almost immediately we're off, lurching backward into blackness at what feels like breakneck speed. In reality it's only about 30 miles per hour, but all the same our faith in centrifugal force is tested to the limit as we swerve, swoop and scream. Suddenly we're back in the little tube station, but before we have time to feel any relief, we're off again around the same course, assailed this time by a garish light show. David times the duration of the experience as one minute fifteen seconds. As we leave, Zack, visibly relieved, resumes his customary stream of conversation. It's a great start to the day.

Next a trip to phantom Fantasia, "A chilling sensation designed with everyone in mind" according to the brochure. It turns out to be a gentle, spiral ride around some spookily lit tableaux vivants featuring dancing skeletons, giant spiders, headless ghosts and characters like Sweeney Todd and the Phantom of the Opera. We log the ride time as 4 minutes 57 seconds, but the older boys rate its scare quotient as low. "Couldn't frighten a pussycat", agree Josh and David. All the same, Zack and Victor decide to go round again, just to check it wouldn't frighten a pussycat, and emerge beaming.

Then it's on to the remote control boats and cars. You stand on the edge of a big arena and control your model boat or car from a coin operated console. It's an exercise in spatial relationships and hand-eye coordination. By the time you've located your car and worked out how to extricate it from the traffic jam and which is left and right, the time's up and you're asking for another 20p. Half an hour later and £5 lighter, I call a halt and announce that it's lunch time.

Lunch is an uninspiring affair of E numbers and chips, eaten at Fatoms, a cafeteria which is decorated with a submarine motif, charmingly illustrated with mutilated battleships. We avoid the trashy souvenir shop where you can buy false noses and hats announcing you are a bikini inspector, and I steer a course well clear of the amusement arcades.

The boys rush off to jiggle their lunch about on the novelty slides. I observe that some children, too impatient to wait for the slides, are sliding down the paved surrounds, at some danger to life, limb and clothing. This is the only point at which we see anything less than scrupulously careful supervision.

I'm observing all this from the queue for Cinema 180, which turns out to be a huge semi-spherical tent, half of the inside of which is a cinema screen. Onto the screen is projected huge films of roller-coasters, bobsleigh rides, freakish car driving and so on. The wrap-round screen makes you feel you're actually a passenger, and the audience rocks, rolls and screams. Every so often someone opens the door to the cinema, letting in light and spoiling the effect, but it's still a clever show. A word to wise, though. Don't be tempted to stand too near the screen, otherwise you emerge into the sunlight with watering eyes and a crick in your neck.

"Of course we can roller-skate", say my charges, demanding a turn on the huge rink. Only Victor can, it turns out, and then only very gingerly. Thorpe Park is a wonderful place to discover you can't roller-skate, and very soon; two helmeted attendants are gliding over, to give instructions and encouragement. After half an hour, everyone can more or less stand up unaided. It costs £1 each.

The two instructors are both students. Five hundred or so take jobs at Thorpe Park for the summer months, many to pay off their overdrafts, says "Bill" (not his real name because he broke one of the most important rules for Thorpe Park workers: he talked to us about accident rates). The official line goes no further than the fact that the accident rate is "very low". Bill agrees, but says that there is the odd fall and broken limb – particularly on the roller rink.

Bill is an accomplished skater, although he's only been skating for two weeks. His colleague Sarah tells me she takes home about £80 for a 60-hour week of skating and performing in the variety show in the evenings. "I save it all up because I never have time to spend it", she says.

More students man the Treasure Island ride, at the other side of the 450 acre park. We hear the story of *Treasure Island* in bastardized form as we approach the island by train (train?). Then we're attacked by pirates who both wear tennis shoes. One of them throws water at us while doing terrible jokes in an appalling Robert Newton accent. "We 'af to do this abote 60 times a day,"

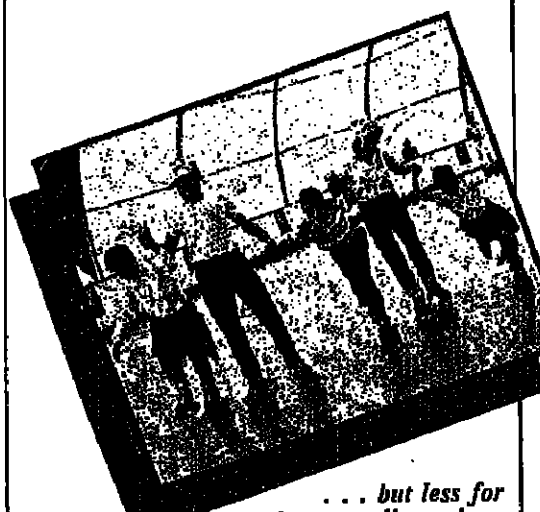
Tony tells us. He's the train driver, responsible for such jokes as "They think we've stolen the ship's biscuits – crumbs!" Tony actually comes from Weybridge, but his "oo ar" accent has become permanent. I expect he is eligible for industrial injuries compensation.

Five hours have passed since we arrived, and over £50 has been spent, including entry for four children and two adults, six lunches, skating, model cars, snacks and drinks. We have the Royal Couple to thank for the fact that we haven't spent much time queuing. Apparently, average queues for the big attractions at the height of the season are 20 to 30 minutes. Even so, I decide to call it a day, after being pressed to endure Space Station Zero for a second time.

There's much talk in the back of the car on the homeward journey about which was the best ride, second best, third best, fourth best. There's also some envious comparison of other theme parks the boys have heard about but not experienced. "At the end of the roller coaster at Alton Towers, lots of people get off and throw up", says Josh wistfully. He makes it sound like an accolade.



Mission control: queues of 20 to 30 minutes for the roller coaster ...



... but less for coasting on rollers where the attendants get helmets



The famous four meet Toad of Thorpe Park, probably working to pay off his overdraft



Chuting off to Thorpe Park, Egham

Hippolytas and Amazons'

Pamela Horne recalls the NUT's less than spotless record on equal pay for women

In Victorian society women were, as a matter of course, regarded as inferior to men and were paid less, even when they carried out similar work. In elementary schools by the mid-1890s, the average salary of a female certificated teacher was only about two-thirds that of her male counterpart. Indeed, as late as 1913 while 97 per cent of male certificated head teachers were paid £100 a year or more, less than 73 per cent of the women were in that category. Only 6 per cent of women heads were in the top salary range, earning above £200 per annum, compared with over 31 per cent of the men.

Women teachers were also slow to join the National Union of Teachers after it was established in 1870, even though they already outnumbered the men. By 1895, when 83 per cent of eligible masters had joined, only 35 per cent of the mistresses had done so. This was a source of some concern to NUT leaders: all too clearly they provided a ready source of cheap labour for hard-pressed or unscrupulous school managers.

At a special conference to consider the problem in 1896, delegates pointed out that many of the worst paid mistresses could not afford NUT subscriptions. Others complained of a want of "professional spirit and prejudice against women taking any active part in the work of the association", while others again blamed employer hostility. It was said of the many female teachers in Church schools that the "clergy (did) not like (them) to belong to the Union."

It was agreed that a special "Ladies Committee" should be set up within the union. The male leaders of the NUT seem to have taken the view that the women would pay their subscriptions, attend meetings, and confine their attention to dealing with the benevolent aspects of the union's work. Women teachers, it was condescendingly concluded, "do not really understand that unionism is, and . . . it should be explained by a striking paragraph" in NUT literature. In addition, *The Schoolmaster*, the union newspaper, "ought to be

made more entertaining for women, and . . . at least one column each week should be devoted to their interests."

This modest initiative was, however, to have unexpected results. One determined women member, a Miss Lane, who was the head of a London elementary school, spent much time raising funds for the union's charities. But she discovered that under the Benevolent and Orphan Fund rules, male and female members were treated differently. While a man could receive a grant of £30, the maximum payable to a woman was only £25, even though both paid the same annual subscription. In addition, a man's dependants might be given assistance, although those of a woman could not.

She inquired the reason for the discrepancy and was told it was because women ate less than men, had cheaper clothes, and were able to carry out more household chores for themselves. Their cash needs were thus lower. Miss Lane replied sharply that even if this was true, it would not apply during sickness and old age when help from the fund would be required to cover medical costs, nursing expenses and rent. These outgoings were the same for men and women.

After some months of agitation at local and national level, her efforts to secure reform succeeded in 1903. Henceforth, women would be eligible to receive the same amount as men from the Benevolent Fund.

But now the equality issue was spreading to the wider question of pay. It led in the following year to the setting up of an Equal Pay League as a pressure group within the NUT, calling for the official adoption of a policy of equal remuneration for men and women teachers. Once again, Miss Lane was to the fore, but her views found little general favour among men.

At the 1904 conference of the union, a man who pressed for the acceptance of the policy expressed surprise that the "claim for equal treatment was treated" in a "sneering or sarcastic manner" by the predominantly male audience. He appealed to their self-interest by pointing out that if there were equal pay, "the undue competition that men now suffered . . . would drop". His listeners were not persuaded.

Many years later, he recalled the "hideous outburst of rage and yells of scorn and contempt and bitter hostility" with which he was greeted. It was a pointer to future attitudes. Nevertheless, his initiative helped to establish the new organization.

Initially the league was too small to make much



Campaigning for equality at the Union's annual conference in Buxton, 1916.

headway. At the end of its first year it claimed a membership of only 73 and an annual income from subscriptions and donations of about £5. But its supporters remained undaunted by the inertia of the vast majority of women teachers and pressed ahead. In 1906, they changed its name to the National Federation of Women Teachers.

Soon the feminists discovered the strength of male opposition. At a meeting of the London Teachers' Association in 1907, when a woman activist moved an equal pay motion, she was immediately howled down. "Whistles were blown, feet stamped, comic songs were sung by organized opposition, and finally the meeting broke up in disorder." This was repeated at subsequent meetings and on one occasion a male supporter of the equal pay cause was physically attacked and pulled off the platform.

At NUT conferences, equal pay motions were included on the agenda but all were rejected by heavy majorities. For although by 1909 women members outnumbered the men by 38,380 to 30,693, they were still in a minority at the annual conference and only two of the 35 member executive were women.

Following a further refusal by the NUT to adopt an equal pay programme in 1909, the NFWT decided to set up as a separate organization. By 1914, it had 58 branches associated with it. As yet, most of its members were also members of the NUT or the London Teachers' Association, which was closely allied to the National Union.

By 1908, however, the suffrage question had overtaken equal pay as the prime feminist concern. To activists it seemed that if a respectable organization like the NUT, with its large female membership, could be persuaded to

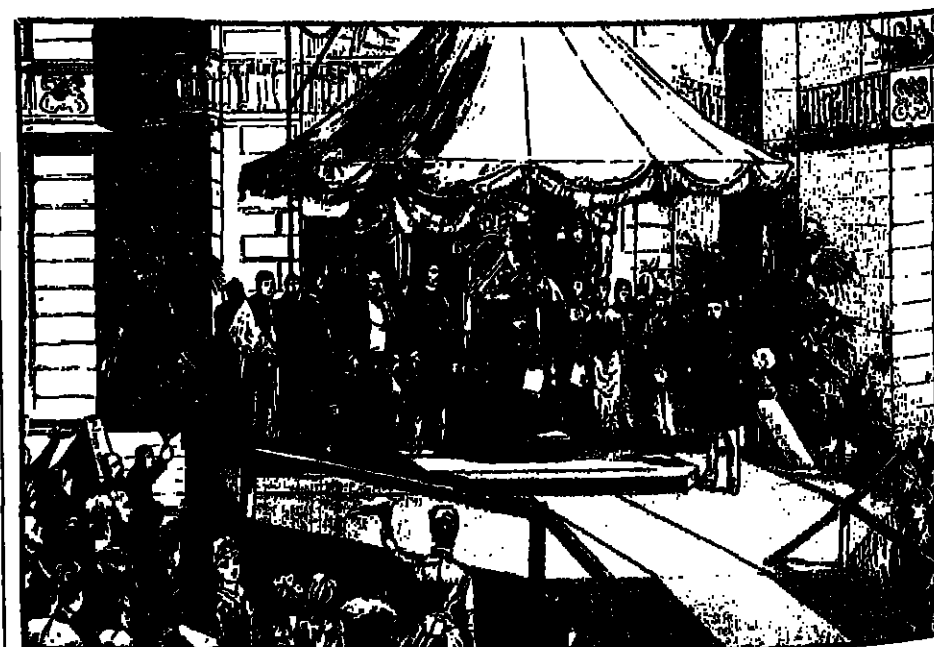
declare in favour of votes for women, this would carry weight with the government. Three years of agitation at local level followed, with a motion in favour of women's franchise appearing at the 1911 conference of the national union. But when a sympathetic male member of the executive attempted to move it, he was greeted by scenes of wild disorder.

"Hundreds of men, massed at the back of the hall, prevented (him) from obtaining a hearing. They stamped, howled, hurled insults at the speaker and at suffragists . . . without intermission for 30 minutes." The profession's carefully cultivated image of sober respectability was temporarily cast to the winds. Eventually the motion was rejected by 40,653 votes to 12,276.

The *Journal of Education*, in its report on the outburst, added disapprovingly: "Judging from the temper of conference, the question will have no chance of discussion in any meeting where male members of the NUT are assembled . . . The Conference would have nothing to do with helping women out of their political servitude."

At the 1912 assembly, the franchise issue was greeted with similar hostility before being rejected by 36,225 votes to 22,284. Similar results were obtained in 1913 and 1914, and at both conferences feelings ran so high that women delegates often had difficulty in gaining admission to the sittings. They were subjected to what one of their supporters claimed was "a not too polite interrogation . . . even in some cases roughly handled."

In 1913, a woman who asked the guest speaker, Lord Haldane, a question about girls' education (since in his speech he had concentrated on that of the boys) was thrown out of the meeting. Other



Queen Victoria opens Royal Holloway College, 1886.

harmless ingredients in October 1837: the curative value of "Holloway's Family Ointment" was supported by the senior surgeon of Middlesex Hospital, Mr. Herbert Mayo, according to an advertisement in the *Town* in 1838.

In 1839, the *London Directory* carried an entry "Thomas Holloway, patent medicine Warehouse, 244 Strand." It was above these premises that Holloway and his wife lived simply and worked diligently from 4 am until 10 pm rolling laxative pills he had concocted (reputed to consist mainly of castor oil and ginger).

Holloway recognised the effectiveness of advertising. He went regularly to the docks and showed his new preparations to captains of ships and to people sailing to all parts of the world. He advertised extensively in newspapers, sometimes spending more than he could afford. In 1839 *The Times* foreclosed on him for a small debt. He was declared bankrupt and sent to Whitecross Prison. On his release he worked and paid his creditors in full with an extra 10 per cent for their trouble, but he declared he would never read *The Times* again.

As the demand for his products grew, he amassed a fortune which he decided to spend for the public benefit.

First he offered help to his native town of Devonport. Strangely, the municipal authorities turned it down. So he consulted Lord Shaftesbury, who at the time was working to improve the treatment of the insane. As a result of their pooled knowledge and wealth, Holloway built a sanatorium at Virginia Water. But before it was completed he turned to his even greater project, a college for the higher education of women which was now also to be a memorial to his wife Jane, who had died in 1875 at Tittenhurst, aged 71.

Yet for all his philanthropy, Holloway received no knighthood. He died childless, but the memory of his generosity survives in generations of educated women.

men's hall of residence; and since 1965, men have been admitted as undergraduates.

Thomas Holloway was born in 1800, in Devonport. He was the son of a one-time warrant officer in the militia who, after his discharge, ran a baker's shop.

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It depends what you mean by equal

Complaints about systematic discrimination against women teachers often fail to compare like with like, says Geoffrey Partington

The current talk about unfair discrimination against women teachers has little in common with the grievances aired by the pioneers of equal pay and promotion. Those pioneers demanded that women and men be judged simply on the basis of their professional status, irrespective of gender. They compared like with like and showed that women and men with the same experience and qualifications were treated very differently.

The Equal Opportunities Commission (EOC) now seems to argue that talk about qualifications and experience is itself discriminatory, since women's unfair disadvantages include their having on average less experience and fewer qualifications than the men with whom they are competing.

A typical example of the new definitions of discrimination was provided by a 1980 report entitled *Promotion and the Woman Teacher* published jointly by the National Union of Teachers and the EOC. This report contained numerous tables which compared gross populations of men and women in different promotion posts.

For instance, the fact that in 1976, the last year for which accurate figures were then available, 78 per cent of women but only 49 per cent of men were on the bottom two steps of seven point salary scales was taken to be *prima facie* evidence of discrimination against women. So was the fact that 10 per cent of all men teachers were headteachers, but only 4 per cent of women.

None of the tables was based on a comparison of men and women of similar age, experience, qualifications or any other criteria which might be deemed relevant to promotion in teaching. Repeated claims that "women do not have a proportionate share of scale posts" (or of headships, etc) are meaningless unless it is first shown that comparison is being made between groups with comparable relevant experience and qualifications.

The NUT research report accepted the contention of Turnbull and Williams that employers feared that women were bad risks for promotion because they are more likely to have breaks in service and that married women themselves often give priority to their husband's job. However, Turnbull and Williams never substantiated their charges of discrimination against women teachers, since they never compared groups of married women, single women and men who had comparable qualifications and experience.

Perhaps the years women spend in rearing their own children as full-time mothers should be taken into account in promotions in teaching. The work of a mother is not only valuable to her own children and to society at large, but may well have special relevance to the role of teacher.

On the other hand, it can hardly be denied that a sustained period away from teaching, even when a person who seeks to keep up with professional developments and scholarly studies, may well constitute a fair barrier to promotion in competition with women (or men) whose engagement in education has been continuous.

The NUT report rejected the well-known claim by Hilsam and Start that women teachers have a "strikingly low promotion orientation" compared with men. Hilsam and Start were condemned in the NUT/EOC report for "making sweeping generalizations" on the basis of only 64 interviews. But virtually all local education authorities in England and Wales report very much higher numbers of applications for headships and deputy headships from men than from women and claim to appoint a higher proportion of women than men applicants who fulfil basic criteria for such posts.

There may well be a case for raising women teachers' consciousness so that as a group they seek promotion more avidly, but the NUT/EOC survey provided in itself no evidence for either



The real gap between men and women in the promotions stakes is widest in primary schools

direct or indirect discrimination.

In 1980, the EOC jointly funded with the Assistant Masters and Mistresses Association a research project at the University of Lancaster on *Reduction in Part-Time Teaching: Implications for Schools and Women Teachers*. In a valuable addendum by Odor on career profiles, a comparison was made of career patterns of 431 heads who were men, women without children and women with children (see table below).

Odor's findings are very similar to those I arrived at after comparable research in Australia. In both countries, the advantage for the men is greater in primary than in secondary schools. In both countries, promotion was faster in primary than in secondary or high schools.

In both countries, the gap between the promotion rates of men and women does not support claims of gross, blanket discrimination. Differences between the career profiles of women teachers with children and childless women teachers require precisely the same sort of analysis as do the differences between men and women teachers as a whole.

Fair and scrupulous weighing of relevant evidence is rarely found however in the discrimination industry. A comparison between two recent cases in Britain and Australia illustrate the double standards and special pleading at work.

Since 1979 in South Australia the Sex Discrimination Act, has been set aside at the request of the Minister of Education, supported by the Institute of Teachers, to give special preference to women in appointment to deputy principal positions in high schools over equally experienced qualified and eligible men.

The South Australian Discrimination Board accepted two main propositions in supporting this discrimination. The first was a role model argument: without such discrimination, the board contended, "few if any female teachers would be appointed as deputy principals in secondary schools in the next decade."

The board added: "We are also convinced as a result of the evidence of the need for females to be appointed to such positions. We consider, in fact, that a failure to grant the exemption would perpetuate an inequality of opportunity among children in secondary schools which has resulted in discrimination particularly against female students."

Madame Roland, lamented on her way to the scaffold, "O liberty, O liberty, what crimes are committed in thy name". In Britain today, it is the name of equality which is used as a cover for a host of follies and misdemeanours. "Reverse discrimination" is unfair as earlier brands of discrimination. Indeed, any reference to the gender distribution of persons holding a type of job is prejudicial to choosing the best person for the particular post, as the pioneers of women's rights understood very well. It is time that those who claim to speak in the name of women today returned to that principle.

Table: Mean time to headship from entry into teaching

	PRIMARY		SECONDARY	
	Mean time to headship	Average age at promotion	Mean time to headship	Average age at promotion
Males	14.5 yrs	30-32	17.5 yrs	38-40
Females without children	18.2 yrs	34-38	19.8 yrs	40-44
Females with children	20.8 yrs	38-40	21.8 yrs	44-48

The other Holloway

As the college that has educated generations of women celebrates its centenary, Marjorie Stiling traces its origins.



Thomas Holloway may not have been the originator of the maxim "Educate a woman and you educate a family", but he certainly acted on it when he founded a college specifically for women. It was formally opened on June 30 1886 by Queen Victoria - hence Royal Holloway College.

At the time, the only college in England where women could get as good an academic education as men was Girton, in Cambridge. After discussion with his wife Jane (whose hard work had helped to make the fortune that was going to pay for the scheme), Holloway decided to build a college for women which would eventually develop into a university and confer its own degrees.

He made his wishes clear by stating: "It is the express and earnest desire of the founder that the college shall neither be considered nor conducted as a mere training college for teachers and governesses."

He appointed the architect W H Crossland, a pupil of Sir George Scott Gilbert and in 1875 sent him to the Loire Valley to measure up the chateau of Chambord as a model for the new college building. It was to be erected on the Mount Lee Estate in Surrey, bought by Holloway in 1874 for £25,000. The foundation stone was laid in 1879 and the shell of the college was substantially completed when Holloway died on December 26 1883.

During the next two-and-a-half years the interior was finished. Sculpture on the building, displaying heads of famous men and numbers of cherubs, shells, and lions, was executed by Purgina, who also worked on the Albert Memorial.

The initial cost of the resulting 16th century-style building of red brick and Portland stone together with furniture and grounds, was nearly £600,000, to which were added an endowment of £204,000 and the collection of pictures bought

specialty for the gallery at a cost of £32,000.

A scathing contributor to *Christian Life* in 1889, wrote: "Taking land, building, endowment and fees together, it costs over £500 a year to educate a girl in this stupendous monument of mistaken benevolence."

When Queen Victoria opened the college there were only 28 students. Today numbers have outgrown the Founder's Buildings, necessitating considerable further building both on and off the main college site. Neither is the college still exclusive to women as Holloway originally intended, although far-sightedly he gave the governing body power to alter the curriculum according to changing circumstances.

In 1964 the college, now part of London University, accepted a conditional offer of £250,000 from an anonymous donor for buildings

men's hall of residence; and since 1965, men have been admitted as undergraduates.

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Review

History laboratory

R C Richardson on the academic usefulness of early modern England

TF Tout, the founder of Manchester University's School of History, wrote an influential article on "historical laboratories" in 1910 at a time when the "science of history" was being widely and energetically debated. A training in the discipline of history, he argued, should be active and should not simply involve the passive acquisition of knowledge. What was studied was in some ways less important than how it was studied since the methods, unlike the individual facts, were transferable. At whatever level, therefore, the study of history should allow students or pupils to engage in their own research. Seventy-six years on this still sounds like good advice. The study of history, surely, lends itself to participation. Research and debate are both necessary features of the subject; without them history would decline into inherited and untested platitudes.

No such fate has befallen the study of 16th and 17th-century England. Historians of this period have in various respects been at the forefront of an on-going revolution in the discipline of history. As a group they have been notably experimental and adventurous in the way in which they have devised approaches which have extended outwards from history itself and selectively embraced economics, geography, anthropology, sociology, even psychology. Early modern England – like France in the same period – is thus a particularly instructive historical laboratory. This article looks briefly at three aspects of recent reinvestigations and attempts to draw out the general significance. Space prevents the inclusion of political history in the discussion though this field, too, is in a state of flux, and even the revisionists (especially Elton) are being revised.

New perspectives on religious history Traditionally, this period has been seen as a religious age dominated by the Reformation in the 16th and by the so-called "Puritan Revolution" in the 17th century. New questions, new research have led to new interpretations. A G Dickens, Patrick Collinson, Christopher Hill and others have seen to that. The Reformation has now emerged from the historical laboratory taking on a different appearance, and hardly anyone now speaks of a "Puritan Revolution". What has happened?

First, there has been an enormous growth of interest in the social history of religion – an approach which concentrates not on individual leaders nor on policy changes or official decision-making but on the religious experience of society at large. That approach begins to give us access to the real as opposed to the statutory Reformation and its effective chronology and scale begin to look different as a result.

Second, historians are more conscious now of the inadequacy of labels to describe religious groups and experience. The terms "Anglican" and "Puritan" have to be used cautiously and cannot for the most part be assumed to describe religious opposites. Once the Civil War started the word "Puritan" ceases to be a useful description at all. Whatever consensus there had been before the early 1640s disintegrated afterwards.

Third, there has been a general reappraisal of the role of religion in bringing about the Civil War. Puritanism, it is now recognized, did not operate straightforwardly as a cause of the mid-century upheavals and was not for the most part a revolutionary ideology. In some respects indeed it was a conservative, stabilizing force. Puritanism became revolutionary once a revolution had started.

Fourth, there has been a great upsurge of scholarly concern with the religious sects of the Civil War period and after – Baptists, Fifth Monarchists, Seekers, Ranters, Quakers, Muggletonians and others – groups sometimes dismissed as the lunatic fringe by past historians too dignified to look at them.

Finally, the reinterpretation of the religious history of this period has led to a growing appreciation of the extent of *irreligion* at this time. The very poor, we know, remained largely unaffected by conventional religion. Keith Thomas and others using anthropological methods have done well to remind us that "natural religion", witchcraft and magic still exerted a powerful hold.

Social history Social history now dominates the historical

laboratory. In all sorts of ways it has become the pace-setter of modern historical studies and 16th and 17th-century history has largely been reconstructed within its framework.

The connections between social and economic history have become stronger. Joan Thirk is a particularly fine example of a historian who though dealing with economic processes never deals with economic abstractions. Her chapters in *The Agrarian History of England and Wales IV 1500-1640* (1967) are incredibly wide-ranging. Anyone expecting to find there simply an account of technical advances in agriculture will be astonished to discover, for instance, some of the most perceptive comments ever made on the spread of Puritanism.

Early modern England has also been a laboratory for social history in that it has witnessed some of the most important recent work on the history of the family and on the history of women. Alice Clark's *The Working Life of Women in the Seventeenth Century* (1919) was one of the pioneering works on women's history in any period. It has now been joined by others, notably Mary Prior's new collection of essays on *Women in English Society 1500-1800* (1985) – an important book which discusses childbearing patterns, wives and widows, and the place which women carved out for themselves in contexts as diverse as urban economies and the Roman Catholic religion.

Local history has frequently been the laboratory within which social history has been practised; the manageable local scale has permitted a kind of analysis which would otherwise have been impossible. W G Hoskins-style local history, therefore, has become properly integrated into the mainstream of historical studies. Margaret Spufford's *Contrasting Communities* (1974), for example, is simultaneously a microscopic study of three villages and at the same time an important and adventurous work of social history.

History from below

Here again 16th and 17th-century England has been a historical laboratory which has helped to change historical studies in general. "History from below", as the name suggests, shuns the view from "the top" – the standpoint of the wealthy, the winners, the rulers – and attempts to understand how things looked to those at the bottom of society; it looks up at history rather than endorses past condescensions. The key figure is Christopher Hill whose seminal work on *The World Turned Upside Down* (a study of the social revolution that failed in the 1640s) was published in 1972. Others – not all Marxists by any means – have followed in the trail he blazed.

We now have a full-scale scholarly history of that most plebeian of institutions, the English alehouse (by Peter Clark, 1983). Popular culture – previously neglected or ignored – is being opened up (for example by Barry Reay), and J A Sharpe and others are busily investigating the community history (as opposed to the administrative history) of crime.

"History from below" is an important historical perspective. It democratizes the study of history but is not simply a horizontal layer which we must add to the bottom of the historical picture. Rather it is a vantage point on history. "Top level" history comes within its vision and looks remarkably different when seen from this angle. So often, in fact, "history from below" helps explain "top level" history. What the gentry did in the English Civil War, for example, needs to be seen partly as a response to what was happening below them in the social scale.

History, as Tout recognized, needs to be a laboratory subject for all practitioners. Research and reinterpretation never stop. Questioning, testing, probing, hypothesizing are all constant features of the historian's craft. The 16th and 17th centuries go on challenging historians to reinvestigate. As a result some familiar landmarks of this period have now been demolished. But instead of cosseted security students can now share in the excitement of renewed exploration and in the building of a new synthesis.

The author is Head of the History/Archaeology Department at King Alfred's College, Winchester. This article is a shortened version of a lecture given at a DES conference in York on July 16, 1986.



Old Man River

Colin Ward on the history of the Thames

Pollution and Control: a social history of the Thames in the 19th century. By Bill Luckin. Adam Hilger £22.50. 0 85274 472 2.

In the course of another recent book about a quite different aspect of water (*H₂O and the Waters of Forgetfulness*), Ivan Illich reports that in 1871 the then Prince of Wales remarked that if he had not been the crown prince his next preference would be to become a plumber.

I would have thought that this showed a proper sense of filial piety, for his father, Prince Albert, had died a mere 10 years earlier from typhoid contracted on the royal banks of the Thames at Windsor. But Illich's point is to stress that the new pollution of the Thames in London at the time of the terrible cholera epidemics of the 1850s was in fact "due to the upper classes, who had installed the WC".

Partially true, but as Bill Luckin shows, it was the poor who were blamed, for their well-known ignorance, lack of hygiene and moral depravity in general. Just before the second great outbreak of 1848-49 the Metropolitan Sanitary Commission warned that "where people live irregularly, or on unsuitable diet and at the same time filthily" they must expect to perish.

This book is one of those meticulous interdisciplinary studies, linking the history of populations and policies with that of medicine and science that has followed the inspiration of the late H J Dyos. It traces the early Victorian perceptions of the condition of the Thames alongside the progress of London's water supply and the technical evolution of the analysis and filtration of water, and it shows how (as Sir Edward Frankland put it at the end of the century) "the water question has, in fact, passed from the domain of chemistry into that of biology".

Luckin follows this with a series of chapters on the medical and demographic history of the three main "fevers" of 19th-century London: cholera, diarrhoea and typhoid. Finally he considers the steps eventually taken in the second half of the century to prevent pollution of the Thames and engineer a safe water supply. He also probes into the failure, in the politics of environmental control, to achieve effective national legislation.

For the author these aren't just matters of history. He thinks it equally obvious today that our failure to cope with many of our contemporary forms of pollution has nothing to do with their "complexity" but with the constraints of social structure and of politics. "Thus the failure to legislate effectively against intolerably high levels of lead emission, irreversible brain damage among infants and children can be put down to an unwillingness to alienate massively powerful multinational corporations. But action has also been inhibited by cultural ambivalence towards mental retardation itself and an absence of participatory and non-stigmatizing forums in which this ambivalence might be better understood."

Now there's an interesting perception! In the final paragraph of this elegantly researched and lucidly written book the author comments on those late Victorian medical men and scientists whose business was what we would now call environmentalism that, "To them, at least, whatever may have been their doubts about the explicitly political implications of municipal interventionism and collectivism, 'the salvation of the city' was nothing less than a binding moral duty." Whereas a century later a dominant ideology committed to privatization has actually reduced investment in the expertise required to cope with our contemporary environmental troubles.

Case studies

Bloombury/Freud: The Letter of James and Alix Strachey 1924-1925. Edited by Perry Melsel and Walter Kendrick. Chatto & Windus £14.95. 7011 3051 2. **Wilfred Owen: Selected Letters.** Edited by John Bell. Oxford University Press £6.95. 0 19 281914 3.

It was inevitable that the ideas of Freud should sooner or later penetrate the Bloombury group. Several of them, notably Lytton Strachey and Virginia Woolf, its two strongest opponents, would have made fascinating psychoanalytic case-studies.

James and Alix Strachey (Lytton's younger brother and sister-in-law) first met Freud in 1920, and the Bloombury/Freud "marriage" was arranged: they were to be analysed by him, translate his writings into an English "Standard Edition", and become analysts themselves. If this association was a German experimental scientists and two representatives of an artistic group seems strange, it has to be remembered that Bloombury itself was very pioneer: Lytton's *Eminent Victorians* of two years earlier was a milestone in the history of modern biography; Virginia Woolf's stream-of-consciousness writing, based on the ideas of William James and Bergson, was extending realism in the novel; and Leonard Woolf's Hogarth Press published the avant garde, including the early T S Eliot. And despite Freud's insistence on scientific methodology, he said himself: "Not I, but the poet, discovered the unconscious."

The letters in this volume cover the one year of the Stracheys' professionally enforced separation: James remained in England analysing patients and continuing their translation of Freud, while Alix went to Berlin to undergo analysis by Freud's associate Karl Abraham. Of the 343 letters available the editors have selected 181, guided by considerations of space and

intrinsic interest. Many are about psychoanalytic projects, theories, case-histories, rivalries and disputes; others are domestic, financial, emotional, or gossip.

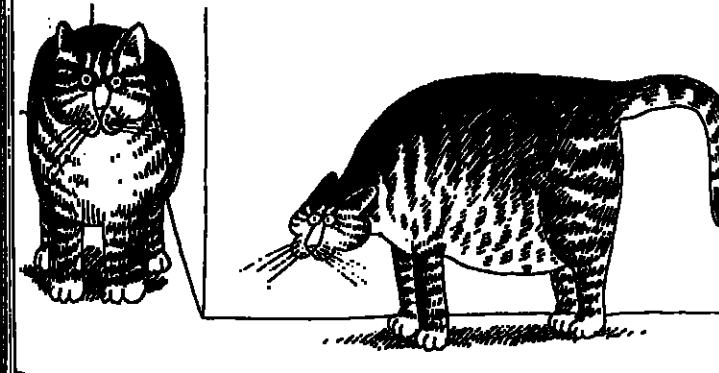
Alix thought Melanie Klein "a dotty woman"; that her German teacher had "a castration-complex and a narcissism as big as a house." In James's absence Alix would "console myself with buying books and having an orgy of fees," then admit, "You noticed I forgot your birthday, as I always do." James would retaliate punningly how he "dined with the Wines" and what was said, especially by Virginia.

John Bell's edition of Wilfred Owen's *Selected Letters* concentrates mainly on the last four years of the poet's brief life. Shortly before his death, a year younger than Keats, he remarked: "I am old already for a poet, and so little is yet achieved." Read in conjunction with the poems (only five of which were published in his lifetime) the letters are revealing of his origins, and share their puns, grim humour, and graphic description. They show a sensitive, intelligent mind recoiling from physical and moral horror by skillfully depicting it, since "All a poet can do today is warn."

Writing mostly to "My Own Dear Mother" he sent her "Dearest and stronger love than ever" as conditions worsened, while she sent him moral support, news, and the socks, razor blades, and ear-plugs he requested. It is all there as we have come to know it: the mud, gas, trenches, bodies; what is surprising is that he saw only four months service at the Front in 1917, then a further three months, after a long interval, in 1918. Had he succeeded in getting into the Royal Flying Corps in 1916, none of his trench warfare poetry would have been written.

"I want no limelight, and celebrity is the last infirmity I desire," he wrote in 1918; yet that is what posterity has justly seen fit to accord him.

Richard Ormrod



From Cat, a new collection for Kilban lovers from Methuen, £3.50.

Obsessions

Alfred Tennyson. By Alan Sinfield. Basil Blackwell £15.00. 0 631 135820.

Alan Sinfield probes deeply into Tennyson's language and scrutinizes the poems with meticulous and exhaustive care, but almost nowhere does the essentially and overwhelmingly poetic nature of Tennyson's oeuvre become the principle concern. This book is about the thoughts, obsessions, problems and feelings of a man who wrote about them; about his handling of language; about his standing in his profession; about that "profession" which is the world in which the poet lived. It is not really about Alfred Tennyson the poet (although, of course, one cannot divorce the poet from the man). If Tennyson had been privileged to read it he might well have exclaimed as he put it down: "But I wrote my poetry! What has happened to my poetry in all this?" With that important proviso it is possible to give the book great praise.

Alan Sinfield's defining of the poetic is at that time is instructive and pertinent – namely that a poet could never be of more than marginal importance in an increasingly mercantile and bourgeois world. The more central position enjoyed by previous poets for whom such subjects as politics were considered the stuff of poetry was no longer theirs.

Tennyson's pre-occupation with religion, and more profoundly with the Unknown and the Nameless and one's responsibility towards them; with the ambivalence of sexuality and the innate qualities of a man and a woman and the relationships between them are discussed with full reference to the poems. The most interesting and in many respects the most difficult chapter, enigmatically entitled "The Importance of Arthur Being", examines *In Memoriam* in the light of these and relates them to Victorian society and its seemingly rigid yet fundamentally changing mores and economy and also to Tennyson himself. The changing relationship between Tennyson and Arthur Hallam from personal to stylized, as it appears in the poem, is analysed and Alan Sinfield indicates how this came about and what it meant in terms of the poet's altered attitudes to the world and his responsibilities towards it.

The chapter on Tennyson's language is of special interest. The conclusions may not be acceptable to everyone, but they provoke re-assessment of his aims and re-appraisal of his methods of reaching them. It includes an exploration of the interaction of emotion and landscape in descriptions and of the relation of the dramatic monologue to Tennyson's own persona.

Katya Watter

BOOKS



"There was an Old person of Dutton, / Whose head was as small as a button: / So to make it look big, he purchased a wig, / And rapidly rubbed about Dutton." The nonsense verse of Edward Lear, illustrated by John Vernon Lord, is now published in paperback by Methuen, £5.95.

Theatrical Jack Frost

T S Eliot: Plays. A Casebook. Edited by Arnold P Hinchliffe. Macmillan £20.00. 0 333 33012 9. £6.95. 33013 7.

T S Eliot: Plays is the fourth critical Casebook devoted to Eliot – more than to anyone else except Shakespeare – clearly indicating his enduring reputation. Yet many see the contribution of the plays to that reputation as minimal. Eliot found fault with all of them; and the Editor quotes some of Tynan's dismissive comments: Eliot is "glacial", a theatrical Jack Frost. When warmth had come in with *The Elder Statesman*, he admitted Eliot had now "majored in the Humanities as well as the Humanities," but it was not enough, for with the new simplicity had come "simplicity's half-wit brother, banality."

This book is the answer to all such derivative generalizations. It looks at the seven plays separately in the light of three to ten extracts from different critiques on each play, examining its particular excellencies and defects, to arrive at an objective, balanced judge-

ment. Besides giving Eliot's own views, it includes three general studies of his plays, which are the finest things here: Muriel Bradbrook's masterly survey of his whole dramatic output – at its best on *Murder in the Cathedral* – sees, in the Drawing-room Comedies, the form remaining "stiffly detachable from what he chose to put into it"; Helen Gardner's splendid reprinted RSL lecture on these Comedies finds in *The Confidential Clerk* a durability that escapes the critics who specifically examine it; and Katharine J Worth stresses the high quality of *Sweeney Agonistes* and its influence on Auden and Isherwood and, self-confessedly, on John Arden, sees *The Family Reunion* – "one of the truly haunting plays of our time" – as an influence on Pinter, and shows Priestley and Eliot taking hints from each other.

This valuable volume provides enough evidence for each student to decide for himself whether, in Mr Hinchliffe's words, Eliot did indeed become "a poet of the theatre, or remained merely a poet in the theatre."

Hermann Peschmann

Vices and virtues

Early Verse by Rudyard Kipling 1879-1889. Edited by Andrew Rutherford. Oxford University Press £19.50. 0 19 812323 X.

Rudyard Kipling. By Kingsley Amis. Thames & Hudson £3.25. 500 26019 2.

Andrew Rutherford has gathered 300 or so unpublished, uncollected or otherwise inaccessible poems – at least "poems" is how they are described on the title page – written by Kipling between the ages of 14 and 24. They display all the vices, and one or two of the virtues, of Kipling's later work.

There is an enormous dependence on Browning, for whom he admitted a great enthusiasm. Among the other vices are a chronic tendency to jargon and, allied with it, a certain rather irritating kind of knowingness. And some of the attempts at dialect seem merely ludicrous.

But there are the virtues too: inventiveness, facility, energy, wit. "A

Logical Extension," written in 1886 about a corrupt official in the Indian Civil Service, is beautifully finished. One must remember, in any case, that these verses were often for limited circulation among readers for whom their English flavour was an asset, not, as it is for us, a bore.

Mr Rutherford's editing is assiduous. He has been able to explain nearly all the in-jokes and Anglo-Indian patter. But he doesn't know when to stop. Certainly we need to know what a *tunda ghuzul* (cold bath) is, but a footnote on the meaning of *pro tem*, *Leite* or *entre nous* only gets in the way of the text.

It is a delight to read again Kingsley Amis's brief life first published in 1975; excellent value for an elegant paperback. Kipling has been misunderstood both by his admirers and his detractors. Mr Amis deftly untangles all that.

Nicholas Bagnall

Shifting sands

Collected Poems. By John Ashbery. Carcanet £16.95. 0 85635 666 2.

When Robert Frost died in 1963, there was an uneasy, excited stirring among the lower palace-orders of American poetry. John Berryman nervously quizzed a friend: "Who's number one? Who's number one? Cal is number one, isn't he?"

With Berryman and "Cal" – no Robert Lowell – both gone there is no obvious line of succession. The only realistic pretender, John Ashbery, is as personally reticent as Lowell and Berryman were self-revealing and as resistant to imperial ambitions as Berryman seems to have been obsessed.

Ashbery's *Houseboat Days*, his 17th book of poetry, made a mild stir in Britain as a Penguin in the late Seventies, but curiously he has made little impact here. This beautiful edition – beautifully printed and bound as well as selected – should fill a gap.

Ashbery doesn't tell, he leads and shares. His prose stories are an "open field of narrative possibilities" and his poems are dreamlike in their resistance to any imposed meaning (not in the sense that they are bedside Freud). His is a shifting untrustworthy world, influenced by Surrealism, built on "shifting sands", or as he has also put it, like a stage set or doll's house "from which the fourth wall is invariably missing".

Words and events are not endowed with any special significance. In the same way, "I", "you", "they" are almost interchangeable. Ashbery does not attempt to insist on a "vision". This only sounds detached and abstract if we ignore his warning that details can too easily become "fetters" and that details, anyway, "don't add up to any comprehensive meaning." "Life holds us, and is unknowable."

Brian Morton

Secret bond

Dickens and Women by Michael Slater (Dent £5.95) addresses itself to the questions: what did Dickens have to say about women? What was his perception of "female nature" and his conception of women's role in life? How did he present female characters in his fiction? The greatest part deals with the women in his life ("Experience into Art" and "Dickens and Women"); a central section deals with "The Women in the Novels".

Among the most interesting of Michael Slater's analyses are those of the secondary fictional characters, which nag at the memory long after the principals have comfortably receded. Rosa Dartle (*David Copperfield*), whom the eccentric C D Leavis likened to a creature of D H Lawrence: Slater rightly sees Rosa's role as a key to Steerforth's tragedy. Of Miss Wade (*Little Dorrit*), an even more pathological case, he writes "... as so often with him, there seems to be a secret bond of sympathy between his imagination and the creature he is ostensibly encouraging us to view with hatred, fear or repulsion." This is well said.

On the vexed question of *Edwin Drood*, Slater concurs with the conventional consensus that Rosa Bud will essentially follow the pattern set by Bella Wilfer in *Our Mutual Friend*. From one who sees Dickens as great a novelist as Shakespeare is a poet, that's a bit bland. But, as John Lucas has said, Dickens and Women "can be added to the few indispensable works on Dickens' life".

Barry Cole

Real essence

The Image and Other Stories. By Isaac Bashevis Singer. Jonathan Cape £9.95. 0 224 02357 8. **The Penitent.** By Isaac Bashevis Singer. Penguin Modern Classics £2.95. 0 14 007396 5.

When Singer was awarded the Nobel Prize for literature it was recognized that though the roots of his art lay in Polish Jewish cultural tradition its success was in bringing "universal human conditions to life". We are not these days comfortable with claims for the universality of literature. They are none the less triumphantly vindicated by the stories collected in *The Image*, as in Singer's short novel *The Penitent*. Singer is defiantly traditional in his powerful and thoroughgoing conviction that "belief in God and Providence is the very essence of literature." That conviction is not an *idea*; it is an informing presence in his work, a reality as undeniable as "the mad hurricane of human passions and the struggle with them" that for Singer is the inescapable theme of art.

The localities and periods in which his dramas are played out in *The Image* – whether contemporary New York or pre-war Warsaw – are ultimately accidental: the unassuageable passions, the maddened griefs, the providential exultations that grip and drive his characters are as permanent a part of human life as the action of the *Evil Spirit* which his contemporaries in *The Penitent* assure his contemporaries hear, is "real, the very essence of reality".

Roger Knight

Read on

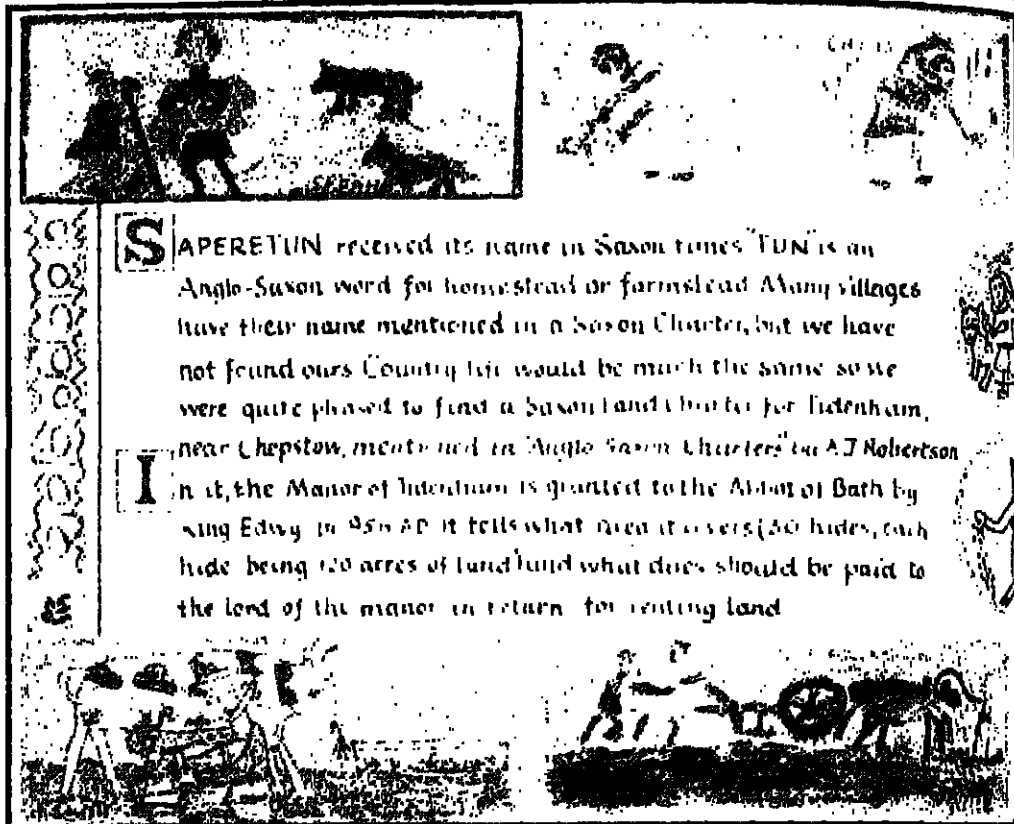
Kenneth Katzner's anthology *The Languages of the World* (Routledge and Kegan Paul, £5.95), is irresistible reading. The centre section gives classified samples, with translations, of nearly 200 languages, with a note on distribution and the number of speakers. Unfortunately, passages in non-Roman scripts are not transliterated but as a whole the book is a delightful record of the vastness of human speech and writing.

Robin Buss

BOOKS



Illustrations from Village Heritage, the result of a five-year project by Miss Pinnell and the pupils of Sapperton School, Gloucestershire. This delightful scrapbook presents 2,000 years of village life, and also records how the children set about discovering their local history (Alan Sutton £10.95).



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Bygone days

Return to Anglia. A Sequel to Reuben's Corner. By Spike Mays. Victor Gollancz £9.95. The Small World of Fred Hoyle. An Autobiography. By Sir Fred Hoyle. Michael Joseph £10.95.

Readers who revelled in *Reuben's Corner*, Spike Mays's delightful portrayal of his childhood days in rural Suffolk, will hardly be able to wait to get their hands on the "sequel" - continuation, rather - *Return to Anglia*.

They will not be disappointed. Though now "nudging" 80, as he would say, Spike Mays's adoration of his native county, to which, with his wife, he has retired (what an appellation to confer on so active a man!), remains unabated, and his felicity in picturing its people and places unimpaired. *Return to Anglia* is a continuous cascade of anecdotes grave and gay, ranging from the crudely humorous to the near poetic, told largely in the Suffolk interpretation of the English language.

Professor Sir Fred Hoyle's book is a much more conventional autobiography, and is, of course, much more academic. It tells the not unfamiliar story of the highly intelligent child born into a financially modest family who makes his successful way to a distinguished career by means of scholarships to grammar school and university.

The young Hoyle was exceptionally fortunate in three respects. He had intelligent and caring parents; his mother, who had been a school

teacher, understood and tolerated his childish vagaries, including his persistent truancy from primary school, and his father concurred with her. In secondary school he was greatly helped by two teachers; the head, who gave him out-of-school tuition, and the chemistry master, who bought for him and other pupils textbooks they could not afford. And thirdly, his home was in the area of a wealthy and generous i.e., the West Riding of Yorkshire, which grant-aided him for 12 years, from his entry into grammar school until the end of his second year as a postgraduate research student at Cambridge.

This volume covers only the first 24 years of his life, ending in December 1939 with his marriage to Barbara Clark. In May of that year he had been appointed to a Fellowship at St John's College, Cambridge, and had been awarded a valuable grant by the Commission for the Extension of 1951. He seemed set for a prestigious academic career. But the war ended that idea - or at any rate deferred it for six years.

Both these authors comment on the differences in the social life of England between the 1920s and today. Hoyle, indeed, declares that he doubts whether "much of what I can say of my own times will seem meaningful in a modern context". But Spike Mays, while he has no difficulty in listing a page-full of changes and innovations in the village in his time, is much more cheerful. He heads his last chapter, "Decline and Fiddlesticks!" and says resolutely "We intend to survive."

H C Dent

The case for dance

Dance Curriculum Guidelines 5-18 Years. Staffordshire County Council Education Committee £4.60 (inc. p&p). Available from Staffordshire County Council, Tipping Street, Stafford ST16 2DH.

This remarkable publication, written by a group of teachers, has as its stated aim the provision of a basis whereby teachers may develop their own dance curricula. It is packed with clear aims and methods as well as evaluative and resource check lists. The contents develop the proposed curriculum in a lively, intelligent and readable style.

The booklet proceeds by making a case for dance in the curriculum for all pupils and discusses various justifications for placing dance among the arts in education. Suggested guidelines for planning a dance syllabus for 5 to 18-year-olds, alongside sample lesson plans, and schemes of work are included as are several chapters which examine how the teacher might plan for progressive compositional and performance study. Further chapters dis-

cuss concepts underpinning the teaching of dance appreciation, with practical advice on schemes of work that draw on theatre dance repertoire as exemplars for study, and how theory and practice might be interrelated in the classroom/dance studio. Sound and social dance are all additional chapters. The booklet appears to be based on experience of practical dance teaching, and successfully informs this experience with a conceptual understanding of dance as an art, contributing to aesthetic education.

The text is limited in that it does not fully explore dance's role in the wider educational context. Multi-cultural dance education and gender issues could have been debated at greater length.

This is, however, an interesting and useful example of a curriculum development project. Its scope is coherent and its emphasis as a curriculum guideline publication, rather than a prescriptive course of study, is consistently maintained.

Sarah Stevens

CHILDREN'S LITERATURE

Despite the fact that the hero of *Come Sing Jimmy Jo* by Katherine Paterson (Gollancz £6.95) is only 11, the book has all the ingredients to please an older age group, and it would be a pity if they were deterred by the unattractive cover.

The background of the novel is the glamorous world of American country music, and the story is told from Jimmy's point of view. His family, known as the Country Group, are all talented musicians. His grandfather still performs on the stage with James's gentle, gifted father, his impulsive young mother, hungry for fame and excitement, and his assertive, brash uncle. His eccentric grandmother was also a performer until her voice failed, and it is she who has brought James up

in the West Virginian mountains. She first recognized that he had the "gift" and still exerts a strong influence on the family and their style of music. The affection between her and James is well described, and sustains him when his talent is recognized. He longs only to stay quietly at home, but suddenly his voice and appearance are necessary for the future success of the Country Group.

The tensions within the family are vividly conveyed as James struggles to find his own identity, and maintain his integrity despite his mother's efforts to force him into the mould of stardom and to vulgarize his music. His problems at school are no less difficult, and his efforts to keep a low profile there make touching and funny reading. The story has pace and excitement, the characters are credible and individual, and while the theme is a serious one, it is laced with humour and written in a refreshingly stylish tone.

Barbara Sherrard Smith

Cityscape

Private Palaces (Christopher Simon Sykes; Chatto & Windus £15.95), a fully-illustrated architectural and social history of London's grandest town houses since the 17th century, has won this year's award for London Guide Book of the Year in the specialist section. Sadly, few have escaped demolition, but with the aid of contemporary letters and diaries the author vividly re-creates their splendour.

Judges for its accuracy and clear maps and plans. London Cemeteries (Hugh Mellor; Scolar Press £9.95) and Nicholson's Guide to London (Robert Nicholson £2.25) were the two runners-up. Also commended were *The Capital Companion* (Peter Gibson; Webb & Bower £12.95), a guide to famous inhabitants and their homes since the time of Elizabeth I, and *The Londoners' Almanac* (Russell Ash; Century £2.95), an extraordinary mixture of statistical, historical and anecdotal information, such as the fact that the

Musical turns

Careers in Music - Just the Job. MANAPRINT, Medlock School, Wadsworth Road, Chorlton-on-Medlock, Manchester M13 9QR. £4.75. Orders of more than six copies - £4.25 per copy.

Music college or university, performing, teaching or administration. Pupils with musical ability are often called upon to make early decisions that may propel them down a tunnel in which there is no turning back if they later wish to change direction.

Careers in Music, launched last month at the Music Advisers' National Association (MANA) conference by Minister of State for Industry and Information Technology Geoffrey Pattie, is designed to help pupils make informed choices from the age of 16 onwards. Herefordshire music adviser John Westcombe, chairman of the MANA careers panel, reports that special emphasis has been placed on the early stages: deciding whether to leave school at 16, making the right choice of application and preparing for an audition.

The bulk of the book deals with the various areas of employment open to musicians: performance (instrumental, singing, conducting), teaching, journalism, publishing, music therapy, arts administration, instrument technology, recording and the pop music business. Each area is looked at in terms of the type of jobs offered (often a typical advertisement is included), qualifications and skills needed and prospects. The poor salaries offered by most areas of the music business are not mentioned - though a glance at the relevant pages of *Classical Music* will confirm.

Care has been taken to cover jobs that do not require an academic qualification, such as roadies and orchestral porters. More space could possibly have been given to the lower grade jobs in the recording business or music publishing, where a knowledge of music rather than a performing qualification could well be a stepping stone to a more responsible position.

The greatest weakness in this well designed, usefully documented publication is the case-study section, in which itself an excellent idea. With few exceptions (most notably a student view from the Guildhall), all the interviewees are successful over-18s, most of whom qualified in the days of School Certificate. A far cry from the scraped CSE pass, fierce competition for places at conservatoire and university and an ever-lengthening queue

Edinburgh traffic lights talk. They say "Traffic in Princes Street has been stopped. This is due to the crisis of naturalism in British theatre". All right, the last bit was a lie. Even so, the phenomenon of the talking traffic light must have interested New York's Wooster Group, whose LSD fixated *The Road to Immortality Part 2* is being welcomed as an antidote to "objective" theatre, both naturalistic and experimental. A multi-media piece (video, audio, speech, rock music), it's a rather soul-less collage of readings from Timothy Leary, Ginsberg, Kerouac *et al*, followed by a scrambled reading of *The Crucible*. The performance style is carefully perfunctory, the effect occasionally interesting, more because of the source texts than their delivery. The drug LSD is used as both subject matter and process. Rehearsals involved watching part of the play performed under its influence and reproducing what was seen on a videotape of the proceedings. There are overtones in both the staging and playing of chat show, conference, tribunal hearing, but there is a deliberate shrinking from using these images meaningfully. Theatrical nakedness was a topic much discussed in the Sixties, the era with which the Wooster seem so fascinated. Here it's the fairytale Empress of old who is naked, although a surprising number of onlookers are hallucinating that he's magnificently clothed.

For example, Charlie Hanson, director at Hammersmith's Riverside Studios is sufficiently enthused to bring the Woosters to London, while confessing a dislike for the festival's other controversial piece, *The Great Hunger*. On the face of it both these non-British pieces have much in common: lack of overt narrative, a symbolic breadth of scope and a reliance on image above statement. But Patrick Mason's Abbey Theatre production is much more effective.

Based on Patrick Kavanagh's poem, *The Great Hunger* is about a solitary South Ulster farmer and his battle with the unyielding soil and his own frustrated psyche. Plotless and virtually language-less, it attempts to find an equivalent to poetic imagery in a combination based on frantic gesture and fragmented visual metaphor. The images are weirdly oblique - a pair of bellows as a masturbation substitute, a mother/virgin/spirit, a priest with the bleak set of corrugated iron and earth completes a picture of desolation. Tom Hickey's portrayal of the dementedly awkward Farmer McGuire is so far the performance of the festival. There are currently no plans to allow the rest of Britain to see the production.

The Lemmings are Coming to London, though, in a domestic drama about five young Scots living in a tiny flat in South London. The flat and their interdependence are like a tight rubber life-raft inflated with friendship, dreams, hopes, and jokes. All the lads have "escaped" Scotland yet they still cling to their Scots identities, more out of fear from the world outside than from any sort of chauvinism. It's a witty, simple piece



The Great Hunger

Stopping the traffic

Nick Baker reports from Edinburgh

of observation in which the raft predictably sinks, pierced by recriminations about money, class, unemployment, but it's a rewarding experience watching it do so. *Lemmings* is in the unyielding soil and his own frustrated psyche. Plotless and virtually language-less, it attempts to find an equivalent to poetic imagery in a combination based on frantic gesture and fragmented visual metaphor. The images are weirdly oblique - a pair of bellows as a masturbation substitute, a mother/virgin/spirit, a priest with the bleak set of corrugated iron and earth completes a picture of desolation. Tom Hickey's portrayal of the dementedly awkward Farmer McGuire is so far the performance of the festival. There are currently no plans to allow the rest of Britain to see the production.

Meanwhile, out in the small town of Musselburgh, East Lothian Youth Theatre have proved with their *Quemadmodum* that you don't need a central venue and a big budget to win a Fringe First. Their adventurous homegrown piece is a history of intolerance from Ancient Greece to modern Ulster via a Victorian freak show and a Sixties Swiss finishing school. Inventive, energetic, occasionally over the top, but staged with great style in a minimalist setting enforced by shortage of cash.

No signs of shortage of cash at the National Youth Theatre, whose *The Ragged Child* is a welcome development from the usual wholesome fare. The play concerns child poverty in the 1840s and provides NYMT's usual quota of chirpy cockneys with magnificent voices that belie their size and age. However, this year there's some genuine social comment made, falling just short of making parallels

with today's child poverty.

Elsewhere, the youth theatre scene in the first half of the fringe has been fairly thin. Nottingham L.e.a. have exported four shows, the first two of which show little more than a lot of hard work. *Visions of Alice*, a dance drama based on *Through the Looking Glass*, was saved by a psychedelic Jabberwocky and a rap version of the *Jabberwocky* and the *Carpetweaver*. Ralph Rolster looked too much like an exercise in tracing medieval influences in early Tudor drama and not enough like bawdy schoolboy fun.

There's also a miniature children's theatre crisis on the fringe. Undergraduates who are subsidising evening shows by doing daytime children's pieces have been stricken with the alternative comedy disease. This means a lot of talking in earnest upper-class adolescent voices made popular in a not too recent Channel 4 End Blyton pastiche. Children don't respond much to it. They prefer things like double decapitations, or frightening giants - the meat and drink of Open Hand Theatre's stage version of Roald Dahl's *Revolting Rhymes*. The combination of actors, shadow glove and stick puppets with Dahl's sure-fire words earned Open Hand the highest accolade possible (higher, even, than

gleeful cackles) - rapt silence. There should be a prize for children's theatre on the fringe - there is for almost everything else. Last year, it would have gone to NSDF's *Sammy's Magic Garden* (in Edinburgh again for '86). This year, Open Hand would be the clear winners.

The most enjoyable aspect of the fringe is winking out the little gems from the daunting number of shows on offer - around 900 this year. One such is *Theatre Image-In-Air*'s *Yes Peut Etre*, by the undervalued French writer Marguerite Duras. It takes place in a post-nuke desert where pre-war memories have been stripped away and replaced by idle curiosity about "before". Two distanced women discuss before and after while an ex-fighter pilot lies twitching and unconscious in front of them. A calm feminist dream in which men are breeding commodities or just war-fetters. Language, too, has been defoliated, making the play thoughtful and concise - the perfect dimensions for an afternoon fringe show.

Last year a huge Polish company was feted on the fringe. This year there's a smaller Polish contribution, *Heritage*, from Teatr Provisorium. Its highly intense *plus ça change* theme

likens the conditions in Poland at the end of the Second World War with those of the early Eighties. *Heritage* is yet another foreign play dealing in images (nostalgia, violence, political absurdity, sexual repression again) rather than words, with a claustrophobia largely inspired by the actor-devisers' stay in prison.

The two Hullruck productions at the Assembly Rooms demonstrate both the strengths and the limitations of ex-tactler John Godber's obsessional linking of sport and drama. *Blood, Sweat and Tears* is wonderfully simple - just the ticket for converting young sports fans to live theatre. The play is about judo and like all sport its chief concerns are loyalty and revenge. It artfully works towards a grudge-match climax via a series of marvelously authentic scenes set in a crumbling sports club.

However, Godber's attempt to broaden the sporting metaphor in Hullruck's new musical, *Cramps*, is disastrous. If a rock musical about an emotionally blocked body builder pumping iron to suppress homosexual tendencies, all set in post-strike mining Yorkshire sounds dire to you, you'd be right. Body building as a political analogy (which it surely is - we're asked to admire our hero's struggle with the kilos on a bleak set covered in MCB logos) goes lost in a worthy attempt to be *Daily Mirror* popular and *Gay News* liberal at the same time. We're left, after some uninspired music by Tom Robinson, with an angry song about another hero biting the dust. The anger, however, seems oddly misplaced and unfocused.

You can see a better example of genuine emotional anger at the Theatre Workshop. In the form of *The Kosh's Telling Tales*. The subject matter is grief, the technique is an exciting form of dance drama that deliberately juxtaposes the ordinary and the spiritual. A young man's father dies. We watch three survivors, the son, his girlfriend and the daughter shudderingly dance away their anger, guilt, impotence and regret. Both the musical and the visual elements are stunning, the ending is a miniature *coup de théâtre* and the choreography is brilliant. I was less happy about the speech element, though. Both the taped and live text failed to breathe in the shining world created by the design, the music and the dance. The company unquestionably needs a writer at work alongside its choreographic and acrobatic experts. At the moment, what should be a heart stopping production is being undermined for those with a sensitive ear for words.

Your heart may well nearly stop at the antics of *Circus Semo*, the alternative big top spectacular. This is low fat vegetarian circus for the family of the Eighties, with male monocyclists in vast crinolines, a teddy bear escapologist, lots of raucous rock and roll and acrobatics and never a custard pie or a mangy-looking lion in sight. Brian Andro's wonderfully comic wire-walking act will help dispel worries about the crisis of naturalism and make the journey to Pirbright Park worthwhile. But don't talk to any strange traffic lights on the way.

Suffolk Craft Society: 15th annual exhibition: Festival Gallery, Aldeburgh, Suffolk until August 25. As befits a visit to Aldeburgh, respect must first be offered to such examples of craft work as the violin by James and Sylvie Fawcett, the viola by Richard Taylor. Standards have been staggeringly high since the very first show in the old Snape Maltings. Jewellery, silverware, weaving, carpentry, embroidery, bark work, toy making and pottery of all kinds beggar description.

Ray Ruston

EDUCATIONAL TOURS ABROAD

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Orchestral manoeuvres

British Festival of Youth Orchestras. Central Hall, Tollcross, Edinburgh until August 30.

Just up the road from the Usher Hall Methodist Hall offer a Fringe alternative to Edinburgh concert-goers: a three-week festival of music by 19 British youth orchestras as well as three from abroad.

The British Festival of Youth Orchestras, now in its seventh year, is the major event in the calendar of the National Association of Youth Orchestras, a body which, according to its vice chairman Brian Brown, only became truly national when it established a permanent base in Edinburgh, appointing a full time administrator and tentatively arranged the first festival with only 12 orchestras - taking

all very well bringing an orchestra to the Edinburgh Festival" says Brian Brown, director of the Essex Youth Brass Ensemble, "but it can sometimes be a problem trying to fix other venues, and this is where NAYO can help." This year Essex Brass play not only in Central Hall but also in Waverley Station and the medieval church of St Mary's, Haddington. This kind of assistance is even more valuable when an orchestra is touring abroad. NAYO also opens up the possibility of foreign exchanges and it is on a foreign tour that youngsters get their first taste of the pressures of the life of a professional musician. In fact, touring is the best way of improving ensemble playing, says Brian Brown, who brought Warwickshire Strings to the first festival in 1979.

Apart from the Palatine Chamber Orchestra, Durham and the Cleveland Orchestra, the North and the Midlands are not well represented. "Unfortunately the wealthier Home Counties are better able to find the money to

well have had to find the money for the same player to tour Italy with the jazz band."

Music is likely to remain a pastime for the privileged when one considers it may cost as much as £400 to keep a young trumpeter on the road - and that's only in the summer.

Another privilege enjoyed by Essex young musicians (and indeed all those with access to London) is the opportunity to study with professional teachers such as George Reynolds, former trumpeter with the London Symphony Orchestra, and now conductor of Essex Brass. His choice of programme for the Haddington concert had an appropriately medieval bias with antiphonal motets by Schütz and Gabrieli, the familiar dances by Susato and technically demanding *Earl of Oxford's March* by Byrd. The surprise of the evening was displaying the *Rumour March* by Grieg - a rare link (in the brass ensemble repertoire) between medieval and modern (Elgar Howarth, Scott Joplin, and John Wil-

festival, made an impressive debut. An excellent string section, romped its way through the Berlioz Overture "Le Corsaire" and was classically restrained in the Mozart Symphony No. 34. The specially commissioned work by violist Ronald Duncan, although an excellent stop window for displaying the capabilities of the various sections of the orchestra, was too much of a pastiche to be musically satisfying. A rousing Vivaldi Concerto for two trumpets and a flamboyant performance of the ballet music to Massenet's *Le Cid* fired the congregation to demand an encore - Latin style.

Among the orchestras appearing in the second half of the festival will be the Stoneleigh YO, Southampton YO, Glasgow Schools Orchestra, Fife YO, Perth YO, Caledonia Brass and Strathclyde Schools Orchestra. There will be out of town concerts in Musselburgh, Penicuik, Dunblane and St Andrews. Further information on The National Association of Youth Orchestras from Carol Main, Secretary, NAYO, Aldeburgh, 11.86.

ARTS

Television

The good fight

"Like the housewife, the state must pay its bills," declared Sir Alan Walters (Opinions, Channel 4, August 13), in what seemed like an attempt to thicken the rarified atmosphere of economic theory. But the homely simile proved to be only a figure in a larger allegory of wicked barons, ravished virtue and a spotless maiden. The British economy, he told us, had been "seduced" by Socialism, adopting "go-go" policies which ("like go-go girls") offer more than they deliver. Confronted with the "vice" of "promiscuous promises" and misled by "worldly-wise" economists, governments had shown "lavish" and "accommodating flexibility". Labour and Tories had resorted to large doses of demand, "like a stimulating drug", leading to Mr Heath's "Disraeli-posturing fantasies". Inevitably, these flings were punished by disease: a "debilitated" economy and a "decomposing consensus", suffering from "an arthritic condition".

Against this background of moral decay, enter the Good Housewife. With "remarkable restraint" she fights "the good fight", standing up to the "overweening power" of the "trade union barons". Virtue is preserved, for a while, but she does not relent, knowing that the "war against inflation" is never won. No need by this time to ask which organ of the body economic was inflated.

It was unfortunate for Alan Walters that he had to recite this poem with no props, immediately after an excellent documentary on the real world. Changing Times (Channel 4, August

13), ostensibly about the Welsh Miners' Museum at Cymmer, showed the actual effects of economic change on a living community and what it means for people to adjust to the transition from industrial employment to idleness or, at best, to catering for tourism. "A form of mass prostitution", one of them called it, briefly adopting the language of higher economic theory. And what are we to do with economists who believe that "the affirmation of a basic human right" means the abolition of exchange controls? The residents of Handsworth (Viewpoint 86, After the Riots, ITV, August 12) did not call insistently for the return of restrictions on the capital they are allowed to export, but neither did they seem to share Alan Walters' gratification at the restoration of this right.

Apart from anything else, the almost daily television programmes about the inner city riots and, more generally, about youth unemployment (see, for example, People to People, Channel 4, August 8), should leave little doubt as to people's overriding

political and economic concern. Ashtamall (BBC2, August 13), Mbongeni Ngema's play on apartheid, was as much a morality as Alan Walters' lecture. It showed what happens when a government tries to impose an unpopular and unjust policy, and its victims progress from irritation at harassment and petty restrictions to the belief that they have "nothing to lose". It was disturbing to hear a similar message from Handsworth and elsewhere. "What were your options over how you were going to spend today?" a reporter asked a young man climbing a wall in Shadwell. "It was either lying in bed, or coming down here, so I thought I'd rather come down here and fall off a wall." "What kind of a job would you like?" the reporter continued. "Well, you're not doing a bad job." Round one to the man on the wall.

As for circuses, The Colby (BBC1, August 15) married Jeff and Fallon in one of those weddings that the soaps need from time to time to sustain their audiences, and both BBC and ITV chose the same night for discussions on popular television (Choices, BBC1, The Jimmy Young Television Programme, ITV, August 15). From its title, Flight Into Hell (Channel 4, August 13, 14) sounded like another crummy mini-series and turned out to be an absorbing film about a good deal more than the fate of two German pilots lost in the Australian bush.

Robin Buss

Radio

Dreamers and doers

The goat is the giveaway. Wherever you see a single goat tethered near a roadside sign "Goat's Milk", there is likely to be the smallholding of an ex-arbitrator trying self-sufficiency. Indeed, there is a very little known East Anglian saying. "See a goat graze the land, there's a dropped-out teacher close at hand".

The programme for everyone who is, or ever dreamed of being, a country dweller, A Small Country Living, has recently returned to Radio 4. Concentrating mainly on the picturesque and the quaint, it too often sounds like Down Your Way presented by Sophie Barlowe and seems to be for those who prefer to see the countryside through a rose-tinted windscreen rather than (as is claimed) "for people with mud on their wellies".

Indeed there are times when Radio 4 seems to enter primarily for dreamers rather than doers. Just when almost everyone is on the move, the network rests both its travel programmes. Fair enough to drop Breakaway which is largely about planning leisure activities (fair enough to drop Breakaway at any time, some might say). But why no Going Places? Surely this is precisely the time of the year when an information programme is really needed? Something that would provide a round-up of all those murky backlogs that have been announced over the week gone by. Something that

would provide continental travel information in detail, news of British Rail's weekend engineering work, and an unhurried weather forecast for the week ahead? (If farmers can have one, why not the holiday makers?) One answer might be that such a programme would be dull listening for anyone not travelling. Yes, but Radio 4 is in the business of providing a public service, not just holding listeners' Oris it?

It was admitted that Waterlens (which fills the Going Places slot, Fridays, 6.30pm) is a very workmanlike programme. Linked by Cliff Michelmore, it brings news from the sailing and boating worlds with informative reporting by Dilly Barlow, and sounds as if it is for people who might actually get onto a narrow boat or buy a dinghy. A recent edition also had a hilarious report from an American theme park where a totally harmless guide was interrupted by a tropical rain storm and by visitors making an electric life give off power discharges.

Meanwhile Breakaway's slot is being marvellously filled by I'm Sorry I Haven't a Clue. I'm only sorry that legal considerations prevent me from commenting on the Mornington Crescent situation. The best news though is that After Henry has returned (Saturdays, 12.27; Mondays 6.30). If you haven't heard it, give it a try. Quite simply, it is the best written and best performed comedy on radio or television. You might also care to try Radio 4 tomorrow at 6.25pm or Wednesday at 9.05pm. Anthony Clare has persuaded Ray Honeyford to sit in the Psychiatrist's Chair.

David Self

Goal kick

The Winter Dreamer National Youth Theatre.

The first batch of new plays by young writers bodes well for the rest of the National Youth Theatre's thirtieth season, now getting under way at the Shaw and Jeannette Cochrane theatres in London.

Twenty-four-year-old Daniel Scott's first play The Winter Dreamer is a short, powerful piece of social realism, centring around a teenage girl determined against all the odds to play in goal for Manchester United. The day it opened the headlines were full of the outrages committed by that team's fans in Amsterdam; but, claimed NYT director Michael Croft beforehand, that was all "entirely coincidental". All the same, it set things in context. For The Winter Dreamer featured one of the most sickeningly realistic pieces of stage violence I have ever seen. A fight in which a wholly innocent youth – his only "crime" was that he supported City – is slashed with a broken glass before the Reds ritually convert him by soaking his light blue scarf in blood; it was a scene at which even the RSC would have blenched.

Not – and rightly not – the NYT. Shocking though it was, the fight was a necessary part of a play which never took its ear far from the ground. Strong-stomached supporters of the NYT will look forward to more from Mr Scott – and can be reasonably sure

of getting it. The company knows a good man when it sees one: winding up the 1986 season of new plays is The Dream Ticket (Jeannette Cochrane Theatre, August 27-30) by Christopher Short, winner of the NYT's Texaco-sponsored playwriting competitions in both 1983 and 1984.

Over at the Shaw Theatre, the 1986 NYT season proper got under way on Thursday night with the opening of Nightstick, a new musical version of Macbeth by 22-year-old Trisha Ward, and the company's first-ever musical (to be reviewed next week). It runs until September 6 and is followed by Twelfth Night (September 16-27).

In the Open Air Theatre, Reginald Park, Michael Croft himself bids farewell to the NYT with a birthday production of Henry IV (September 9-13), the same play with which he launched the company way back in 1956. Rounding off a rather special thirtieth anniversary season there is also a workshop introduction to the political aspects of Julius Caesar (September 16-20) with morning and afternoon schools' performances, Thirty Years On... a home grown musical review (September 11-13), both at the Jeannette Cochrane Theatre, and a two-hour Radio 4 documentary (September 1) celebrating the NYT's first 30 years and including a version of Peter Terson's Good Lads at Heart, one of its biggest-ever successes.

Hugh David

Further information from the National Youth Theatre: 01-837-0118.

Three-ply

The Mühlfeld Trio: Polly Ballard (cello), Tanya Isaacson (piano), Victoria Soames (clarinet). Wigmore Hall, July 25

Take three girls – ex-students of the Royal College of Music – and you have a trio that seems set to make its mark, particularly in the field of contemporary music. Following in the tradition of the many instrumentalists who have inspired composers – including their namesake Richard Mühlfeld, Brahms's favourite clarinetist – one of their aims is to increase the repertoire for cello, clarinet and piano by commissioning new works such as the Trio Op 135 by Elizabeth Lutyens which ended the first half of the concert.

The players maintained a fine balance between exploiting the expressive qualities of all the instruments while never losing the sense of ensemble. Nowhere was this better demonstrated than in the Pizzicato Polka Op 41 by Benjamin Frankel, a work

of masterly understatement and Webern-like precision interpreted with feeling and intensity. Rather less subtle was the Variations on an American Hymn tune by Kenneth Leighton with its aggressive opening movement for piano complemented by some jazzy syncopated writing for clarinet in the second variation and some sonorous cello passages in the last movement. Lutyens Trio, occasionally sparse and harsh on the ear, contained some interesting dialogues for clarinet and piano.

The trio swung easily into the Brahms A minor Trio Op 14, emphasizing the work's sunnier aspects, a romantic interpretation that never became over-indulgent. It would be wrong to dismiss the qualities of this ensemble as youthful exuberance. Enthusiasm they obviously have, but polish and perception too.

Philipa Davidson

The Mühlfeld Trio performs regularly in schools, offering a programme of classical, contemporary and light music. For further details contact Tanya Isaacson, 01-226 6310.

RESOURCES

On the farm and other life

Francesca Greenoak reviews a remedial pack

Farming and the Countryside. Research and written by Dr Eirene Williams. Designed and illustrated by Nigel Pope. Co-ordinating Secretary Carol Gidding. Based on a course devised by Valerie Davies, Priory School, Exeter, Devon. Published and distributed by Devon Educational Television, Plymouth Polytechnic (Hoe centre), Nott Street, Devon PL1 2AR. Seven Modules in A4 format in binders. £40.75

This course was originally designed for use with fourth year children some of them identified as needing remedial teaching, and the others classed as generally unmotivated. Each module lasted 10 weeks and the resulting work turned out to be so exciting, for both students and teachers, that a Manpower Services Commission team was set up to elaborate and extend the work into a course suitable for use in schools nationally. While Farming and the Countryside is designed primarily for the 14-16 age group who do not respond well to conventional courses, it is written so simply and entertainingly that it could be used profitably with children of a younger age, even with the upper range in primary schools.

The material which is arranged in seven modules, is wide-ranging: Farming, Caring for animals, Growing Things, Finding Your Way, Survival, Wildlife, Heritage. Each is in A4 format contained in a binder from which worksheets may be extracted for copying. Each module also includes introductory information and background material. There is plenty of

reference and source material with ideas for structured field work – and even a teacher with only limited knowledge of farming and the countryside should not feel at a loss.

There are sensibly organized suggestions for assessment and guidance notes for each topic within the module, so the inherent dangers of a large cross-curriculum project, overall unworkability of materials and the disorientation of users, are minimized. The worksheets and ideas for exploration and activity approach the subject of the module bit by bit to build up a general understanding. Pupils in the original project developed considerable interest in it and regarded their work with pride, and it seems likely that their successors will feel the same way.

Though each item of work is in itself self-contained and quite simple in concept, the modules are remarkably comprehensive, including items of detail such as an introduction to the lesser known plant forms, liverworts and lichens, and also general issues such as animal welfare.

Liberal rather than radical in its stance, this course does its best to give a balanced view of controversial

issues. It gives a good grounding for informed group discussion and learning to make reasoned judgements. One could take issues with details, such as including crowslip wine as a practical project when crows are becoming increasingly scarce in the countryside but in an assembly of materials as large as this, it would be unwarrantable nit-picking.

Pupils learn how to recognize different breeds of sheep and cattle and the kinds of wildlife which live on farms and even get a notion of how farming finances are organized. They find out how land is used and how easy it is for farming accidents to occur. There is an introduction to basic ecology, to skills such as estimating yield and map-making, and a useful summary of survival skills. Statistically, it seems the best candidates for survival are women of about thirty if they are married and have a religious turn of mind!

Farming and the Countryside tackles a very complex subject in a level-headed, informative and often amusing fashion. It is made as simple as possible for teachers to use, arrange and organize, while still opening up new horizons for pupils.



Another wall

Anne Johnstone on Scotland's Roman wall

Ask any schoolchild how far north the Romans reached in their occupation of Britain and, if you get an answer at all, it'll probably be "Hadrian's Wall". Very few could tell you about the Roman campaigns in Scotland or that in the mid-2nd Century so they abandoned the Hadrian frontier in favour of a new boundary, stretching between the rivers Clyde and Forth – the Antonine Wall.

Admittedly, there is less to see in Scotland. The Antonine Wall lacks the dramatic power of its better known predecessor. It was largely constructed not of stone but blocks of turf which have been worn down by 18 centuries of wear and tear. And much has been obliterated by industrial development and suburban sprawl. But, as the rhyme says, when it is good, it is very very good.

Castlehill Primary School in Bearsden, where I teach, lies right on top of the Antonine Frontier.

I started with a little talk and slide show, concentrating on human details:

inscriptions with spelling mistakes, children's leather sandals found down a well, the tombstone of a 15-year-old boy, a home-made gaming board and counters.

Then we went walk-about, starting at Castlehill itself, the site of a Roman fort which has never been excavated. But in the roots of an uprooted tree, we looked for Roman pottery and found some. Then we traced the route of Rome's north-west frontier through the neat rows of modern semis and found two stretches of the Wall's stone foundation: one in a public park and the other masquerading as a rockery in a private garden.

The walk ended at the Bearsden Roman bath-house. It was located in 1973 by Dr David Breese, an Ancient Monuments Inspector, and has since been laid out for public consumption. To help us get in the mood, some of the children put on Roman costumes, loaned by Glasgow University's Hunterian Museum. We had a quick trip round the hot and cold rooms of

the bath-house, then, with an unerring instinct, the youngsters headed en masse for the communal latrines. The news that, by analysing sewage deposits from here, scientists could tell what the garrison lived on (see wheat, barley, strawberries, celery and hazelnuts), was greeted by a near rapturous response.

Turn up the human face of the subject and the appeal is instant. Perhaps the most crying need just now is not for more archaeology on the Antonine Wall but facilities to help the general public appreciate what has been discovered so far.

An interpretative centre somewhere along the line of the Wall to propel inquirers towards the best remains and the finest museum collections, would be a good start. Better still perhaps would be a full-scale mock up of one of the smaller forts or part of the Wall, as at Vindolanda, the settlement near Hadrian's Wall. I have tried to take up the challenge in a different way, by writing a short book, aimed at children and the non-specialist but not in a patronizing way.

The Wild Frontier: Scotland's Roman Wall by Anne Johnstone with foreword by Magnus Magnusson. Mowbray House Press, 53 High Street, Edinburgh, £2.50 inc p and p.

Bible lands

by Alan S Brown

The Land of the Bible: Gospel & Acts OHP set £14.95
How the Bible Came to Us OHP set £14.95
Lion

These OHP transparencies are advertised by Lion as a "superb resource for schools or churches." Lands of the Bible has 12 colour transparencies plus teacher's notes: How the Bible Came to Us has 10 colour transparencies with project work on photocopy masters. The quality of reproduction is excellent and one can imagine the slides from Land of the Bible being used in many classrooms. Simply they are a collection of views of parts of Israel, not unlike a feature in National Geographic.

The teacher's notes are full and give Biblical references for each colour slide. I found the notes rather uninteresting in the sense that they assumed the events recorded in the Bible were

historical fact – but as this tends to be a feature of Lion material presumably the purchaser knows what to expect. How the Bible Came to Us is a different kettle of fish. It uses art work to describe the process by which the Bible arrived in the 20th century.

The art work is disappointing. The leading characters white Anglo-Saxon and the impression given is that the whites teach the rest of the world. Perhaps I am too sensitive. None of the activities suggested seem to me to have much to do with RE but quite a bit to do with filling in time and occupying the pupil (or Sunday School child) but I wonder what they will have drawn from the exercise in the end. One of the slides is critical of the medieval Church's attitude to making the Bible freely available to all – a bit insensitive, for we are all not trapped within the thinking of our times?

Of the two sets the first has much to commend it though how useful it would be depends upon the methods a teacher uses. The second I found disappointing in every sense.



Monsters!

The Relapse and Jane Eyre. Chichester Festival Theatre.

"Loose, huggy monsters!" Henry James' endearing term of critical abuse for fictional works not in accordance with his conception of "scientific" representation can, in different ways, be applied to both these productions. The Relapse, Sir John Vanbrugh's masterpiece, warrants this description not because of its aesthetic construction, but because of a largely misguided set design which encumbered the succession of scenes with a massive construction of scaffolding. Presumably intended to reflect the achievements of Vanbrugh as architect (Castle Howard, etc) and to emblematically represent the creative energy of late 17th/early 18th century society, the set succeeded only in stemming the flow of action as the stage crew manhandled chunks of scenery at rapid pace.

Despite imperfections, The Relapse was an excellent production. With its ebullient presentation of Vanbrugh's morally ambiguous world, it entertained throughout. Matthew Francis' inventive direction provided scope for notable performances – particularly Richard Briers' mannered, ludicrous Lord Foppington and John Sessions' portrayal of Young Fashion as a demented, 18th-century original punk. Tamsin Oliver, with her scuttling locomotion and impactive vocal delivery, made much of the part of Amanda's maid.

"Stap me vitals!" exclaims Lord Foppington in a phrase which encapsulates the wayward but positive energy of this production. Female energy suffering the repression of mid-19th-century society emerges as a dominant theme for Peter Cope's direction of his own adaptation of Jane Eyre. Jenny Seagrove as Jane makes plain the case for women to have the scope for real feeling and action in the world, although her later, etiolated submissiveness in relation to Keith Mitchell's Rochester undermines this impression to some extent.

Visually attractive and drawing strength from its atmospheric, multi-level, composite set which is lit in muted ambers and blues, the stage glows in romantic fashion, dark shadows falling on steps, recesses and odd corners to mirror the darker secrets of the human heart. There is, however, absurdity at the core of the story, which relies heavily on melodramatic happenings and coincidental interventions. The play, like the novel, draws its strength from the immersion of the audience in a series of emotional states rather than from the intelligent apprehension and precise depiction of human behaviour in the controlled, systematically observed manner that Henry James would approve.

Barry Smith



'Sheep' Jenny Chippindale, 1984 – a modern example of a needle craft which dates back to the 16th century taken from Blackwork Embroidery: Design and Technique by Margaret Pascoe (Batsford £9.95).

Songs of salvation

Full Circle Chichester Festival Theatre, Studio Youth Theatre.

Rock music is a well-trying subject for new youth theatre shows. It has lots of parts for fans and hangers-on and gives scope for musical talent. Kate Vaughan's play for some 70 Sussex youngsters adds the Faustian theme, which contributes the strong moral pulse young casts seem to like.

Enough young superstars have discovered to their cost that Old Nick himself has nothing on pop managers and their legal back-up, but through all the fashionable glitz, values as honest as Ma's apple pies inevitably emerge in stage re-creations of the horrors of this world. So it is here. Salvation from sex, drink and drugs lies in the girl you left behind, fresh orange juice and a wholesome new image for next time you play Wembley Stadium.

Frankly, 70 people need more rehearsal than they seem to have had here, and in the full-cast scenes there was some sloppy movement and intonation, though at least everyone seemed to enjoy being up there. However, Ms Vaughan, who teaches

in the area, has a good sense of what young actors can manage and moves between large and small scale, light and dark moods well.

James Simpson caught superstar Danny's rise and decline believably, though he relied too much on gesture and in later scenes could be painfully slow – much slower than Samara Gilbert as his complaining girlfriend Jo, strong and sharp of reaction.

Richard Hanson-Smith as Paul looked to be at the young end of the 11 to 17 age range, but as Nick's next victim he already showed strong, clear expression and a well-judged sense of projection.

Composed and directed by music lecturer Rod Paton, the score was capably played by a band of six. Youth Theatre members were responsible for most of the technical work, which was strongest in the stark black and white design and the impressively unobtrusive stage management.

Timothy Ramsden

Another Youth Theatre production, Through the Wilderness, a radical treatment of Pilgrim's Progress, follows on August 31 & September 1, 2.

RESOURCES

Music lab

The Music Laboratory
Details of price can be obtained from
Nicholas Haines, 30 West End Lane,
Horsforth, Leeds LS18 5JP.

Electronic keyboards are becoming a basic music teaching tool. They are cheap and versatile and they make very good sounds. There are obvious problems, though, about using a number of them simultaneously in class. The resultant cacophony makes it difficult to encourage careful listening and using earphones simply cuts off the pupil from the teacher.

The Music Laboratory gets over this by making it possible to link together a number of keyboards with a teacher-controlled console, the pupils listening through headphones. The analogy with a language lab is complete - teacher can monitor any pupil and talk back through a microphone, and tape-recorded material can be played for pupils to join in. A teacher who already uses electronic keyboards in music teaching will undoubtedly find the work made considerably easier and more effective by this equipment, and its availability may well change attitudes to the whole business of how to teach music at all levels.

The equipment is suitable for almost any electronic keyboard. Pupils could even bring their own instruments, which could solve a problem in a school which does not have enough to go round. Ideally the lab would be left set up in a room but if this is not possible, then setting up can be done within a normal morning break.

A typical outfit for 12 children (two pupils to each keyboard) consists of one control unit, six adaptor boxes, a mike amplifier and 12 stereo headphones and costs £273.35 + VAT. This does not, of course, include keyboards which would probably add about £400 if they had to be bought new.

Gerald Haigh



Crystal gazing

Philippa Birch on flowers of the mineral kingdom

Crystals: Flowers of the Mineral Kingdom
VHS £75 + VAT
Educational Media International, 25
Boileau Road, London W5 3AL.

Ravishing to the eye, *Crystals: Flowers of the Mineral Kingdom*, a 13-minute videotape made by Stanton Films of California, concentrates principally on seducing its audience into an interest in the subject. We are shown how crystals of the same substance, whether large or minute, have the same structure of sides and angles, and how the cubic crystals of salt separate readily, and

those of metals only with reluctance.

Crystals are part of everyday life: frost is crystallized water vapour, and other more permanent kinds of crystal include many precious stones. The film moves from crystals formed naturally over millions of years within a geode to others made artificially. An interesting sequence shows how metal alloys can be made, which are stronger and lighter than the pure metal.

Time-lapse photography is used to great effect, to show the simple growth of an alum crystal, which seems dramatic enough until the final sequence filmed through a microscope with a

time-lapse camera. This technique shows how crystals form, as a drop of solution evaporates on a slide, giving marvellously brilliant firework effects, of extraordinary form and colour.

This film is very much an introduction, and is somewhat light on information. Modern technology, we are told, makes considerable use of crystalline substances, an assertion followed by quick shots of rather out-of-date typewriters, watches, radios and so on, but no explanation as to the nature of the use. *Crystals* may stimulate an initial interest, but will require a good teacher to take it further.

Diane Wilmer

Fun and games

The Otter's Song Collection
Cassette £4.34; workbook £1.50
Otter Sound Ltd, 15 South Street,
Ditchling, Sussex BN6 8UQ.

The Otter's Song Collection is an excellent workbook and cassette for any English language school thinking of organizing a summer course for children under 12.

It's fun, clever and catchy, and does what it says: you sing and you learn. Having drilled youngsters in Italy on the use of English, word order, singular and plural pronouns and what seemed like an endless list of English irregular verbs, I would have given my back teeth for something as snappy as this.

The material is suitable for a large elementary group but students could use the workbook and cassette in a listening-lab set-up and work at their own speed. It's not designed as a straight course book; it's more of a supplement, a bit of fun and games to perk up a flagging lesson on a hot sleepy afternoon.

The author, Michael Hinton has covered 16 useful subjects - days, dates, times, seasons, introducing yourself, parts of the body, adjectives, prepositions, pronouns, pets and food. He clearly knows the business of Teaching English as a Foreign Language but he also knows the age range. He's hit the right level with the quality of the songs and made sure he's got a good performer to present them. Apart from singing, there's lots of opportunity for movement, dancing and some drama, and any imaginative teacher could develop further exercises from the workbook.

Diane Wilmer

MEDIA

Adapting to city life

Francesca Greenoak on a City Safari

City Safari
TV, London Weekend
Fridays 6.30pm, London region only.
Six programmes available on video on
VHS or Betamax, £99 excl VAT, from
LWT International, Seymour Mews
House, Seymour Mews, Wigmore
Street, London W1H 9PE.

Nearly fifteen years ago I was an extra on what was probably the first urban wildlife television film, so I looked forward with eager expectation to the latest in the line, *Cravin Weighman's City Safari*, transmitted by London Weekend Television.

The first programme in the series led off with the wildlife which cohabits with the zoo animals in Regent's Park Zoo. There were some splendid

camera shots and a nice line in self mockery. Thumping safari music accompanied starlings going to roost against a London sunset in the thorn tree in the savannah style of a *Survival* African feature. It was stating the obvious, perhaps, in the context of this series to say that our own wildlife is as interesting as any in the world - but it seems to be something that programme commissioners fail to understand.

As the series continued, I began to get a strong sense of *adip vi* in the London parks, the canal, Kensal Green churchyards, Buckingham Palace, Walthamstow reservoir. I went to all of them with *Unofficial Countryside* all those years back. Well perhaps there aren't so many good sites for natural history in London - how has our thinking about them advanced? A great deal of work has been done on urban wildlife, including some most exciting field work and research by another LWT: The London Wildlife Trust. Several eminent naturalists involved with this work appeared briefly, to speak about London's green islands but it seemed always as if the visual element dictated the scope of the programme. Thus there was no strong line of investigation, no interrogative voice. Such ideas that were introduced were somewhat weak: the assertion that animals did not adapt to city life but are pre-adapted, and exploiting natural behaviour patterns - or in TV programme jargon "they were already having these behaviours". Is it true that the language we use mirrors our understanding?

These programmes are transmitted at a time when children might be expected to be watching, and they are clearly designed as family viewing. Due to be screened on a nationwide

basis next year, *City Safari* would be a useful asset to a teacher working with say, the Nature Conservancy Council's materials on urban wildlife. The London Wildlife Trust has published a beautifully designed and well produced pack of very useful leaflets (sponsored by Zanussi) which are available free.

Within the terms of natural history film-making at present *City Safari*

makes a fairly good showing, demonstrating the high standard of camera work we have come to take for granted in the genre. Although, I do wish that some indication would be given when film is to be speeded or slowed. I bet there are hundreds of children wondering how on earth that slow motion kestrel managed to nuzzle the normal-speed sparrow. But visual excellence is not everything - I long for the day when some real thinking is put into natural history films which seem at the moment to occupy a backwater of technical excellence and intellectual isolation.

A book called *City Safari* is published by Sidgwick and Jackson, hardback £13.95, paperback £9.95.



Tony Biggin: 'schoolchildren can be very cruel'

Peace passions and funky monkeys

Adriana Caudrey
meets 'the pied
piper of school
music'

I tune works with a bunch of third years. It'll work with anybody," claims Tony Biggin, the pied piper of school music, now famous for the controversial peace passion, *The Gates of Greenham*. Biggin - more schoolboy than schoolmaster, with his unflinching blue eyes and mop of brown hair - still uses his former pupils as the litmus test for his compositions. "It still frightens me to take a new song to a group of schoolchildren. They can be very cruel about it," he says. For 10 years he has been writing reggae operas and myth musicals for schools to perform. He even draws his pupils in his wake, to take part in public performances.

Biggin's big break came four years ago when he was teaching music at Aberconwy School, in north Wales. The Leaveners, a Quaker arts project, commissioned him to write a new work, to fill the Festival Hall. He was asked to set to music the story of the first three days of the women's peace camp at Greenham.

The story is told with live quotes from the women themselves, accompanied by stirring, "tuneless" music. The passion was performed at the Festival Hall at Easter last year, with the London Philharmonic Orchestra, Quaker Festival Choir, the actress, Sheila Wordsworth and Bragg, dialect and natural history. Transport is well represented as are contemporary issues. No messing about here: as the catalogue says, "Sellafeld: see Wind scale".

The material is available on loan from the School Library Service, Cumbria County Council, Bolton, Lancashire, CA1 1RZ (0228 23456 ext 2158).

David Sell



Vaughan Williams". But one feminist reviewer scorned its depiction of a "very clean Greenham Common, with overtones of England's Green and Pleasant Land". Feminists' main grudge against the work, to fill the Festival Hall. He was asked to set to music the story of the first three days of the women's peace camp at Greenham.

The record has attracted enormous media coverage, with articles in the music press, feminist magazines, Quaker periodicals and local newspapers. The serious music press applauded the work as a "social document set to music", and "... in the British pastoral tradition of Britten and

the interviewers had tried to pigeonhole him: "They thought I'd be really firm and sound politically. But I'm not a head man - I work from the heart."

Biggin says the music came to him inspirationally. He'd read the words, sleep on them, and then write. "Sometimes I'd sit in the pub and scribble on the beer mats." A pause. "No, don't say that, it sounds sordid," he corrects himself with customary self-censorship - a sign that he has a horror of being misunderstood. *The Gates of Greenham* has been part of Biggin's life for four years. But now he wants to put the whole exercise behind him and start something new.

After he'd written the work, Biggin left north Wales. He now works as a music tutor at Ingestre Residential Arts Centre, in Staffordshire which provides one-week courses for school-age youngsters. But his success with *The Gates of Greenham* has convinced him he might have a career outside the classroom: "Working with the LPO, soloists, and in recording studios, gave me a huge confidence boost. I realized I could work at that level and people wouldn't laugh at me," he

confides, with some diffidence.

He is wary of sounding big-headed: "It's pompous to say I'm getting out of the classroom now. But surely any creative person is always seeking new developments. So, to stay in the same area of work for a long time is bound to be stifling." He says he would miss working with young people. "You can draw on young people's creativity much more easily and I feel more relaxed with them."

Unlike the majority of teachers who assume a superior position, Biggin has always laid himself open to his pupils' assessment of him: "I've been the one who's been likely to be rejected by them. Normally, in a teaching situation, it's the child who's trying to please the teacher, whereas I'm trying to please them with my songs."

Biggin started writing music for his pupils at his first school, Clissold Park, in north London, after he discovered how much would have to be paid in royalties if he were to perform someone else's work.

Biggin would write the music and an English teacher, the libretto. The first work he staged was a reggae opera, with the bizarre title, *Jimmy de Judge and the Funky Monkey*. He went on to perform dozens of other musicals, some of them with youth groups outside school. He reckons that years of writing "tuneless" songs for his pupils has influenced his work for adults and made it more accessible than much of today's avant-garde music.

It was during his time at Aberconwy that Biggin became fired by the peace theme, but he was careful not to bring controversial issues into the classroom. Instead, he tried to imbue musicmaking with a peaceful quality. Only outside school did he involve his older pupils in more overt peace campaigning. For example a group of his sixth-formers took part in the Colwyn Peace Campaign Road Show, for which they prepared songs and sketches.

In school time, Biggin has been careful to avoid appearing subversive. But he jokes: "I did have a lapse once." He got a girl with a very beautiful voice to sing a Gates of Greenham song in assembly. But he maintains that he wasn't proselytizing - just treating the school to a good performance. The same can be said for his achievements outside school.

Nick Baker

END PAGE

Vision of the future

In the year 2010, David Bell's class of fourth-year juniors will be 34 years old - just the right age to have reached top positions in British industry. Bell himself will be pushing 40, and presumably be looking back at a successful career in education. He's already something of a high flier. At 27 he's been deputy-head at Essex's largest junior school for a year, and was appointed after only three years' teaching.

Why all the star gazing? It's because Bell is the only teacher taking part in the Confederation of British Industry's *Vision 2010* scheme, set up earlier this year. The idea was to take 21 people, under 35, from the highest echelons of business, finance and industry, and get them to define the social and economic trends in the run up to the 21st century, define the industrial role Britain needs to adopt in that period, and identify how a nation can prepare itself to meet long term needs. The group is set to give an initial report to the CBI's November conference, and a final one in May 1987.

Ironically, in a year which we're all supposed to be remembering that the future of industry depends very much on what happens in education, the CBI didn't intend to include a representative from education on its panel of futurists. Bell read about the scheme, wrote to the CBI, and after an initial chat, was invited to join the group.

Not that he sees his duty there as "fighting education's corner". That, he says, would be going too strongly. Instead, he prefers to see himself "brightening education's profile" in a way that includes accountants, production managers, personnel people and various other managerial and executive superstars. Bell is very keen that education should give itself the opportunity to step back and take a broader, longer-term view of its aims, believing that the education is too busy "lurching from crisis to crisis".

He certainly has very clear views about the strengths and weaknesses of the education scene, views shaped by his research into educational man-



David Bell: the teacher helping the CBI plan for the 21st Century

agement as part of an M Ed study and for the National Association of Head Teachers. Above all, he wants to see a professionalized approach to management in schools, and is impressed by the way his *Vision 2010* colleagues all place enormous value on management skills and those who have them.

The way we undervalue management skills in schools is demonstrated every week on the appointments page of *The TES*, he says. He's appalled at the number of vacant senior posts and the amount of re-advertising apparently necessary to fill them. He favours the (unconsciously punning) "headhunting" approach, where the

right person for the right job is actively tracked down, as he would be in industry or business. Passive trawling using advertising as bait leaves too much to chance, he argues.

Another area in which Bell thinks we leave too much to chance is that of the curriculum, and he favours a much more centralized control of what is taught in schools. He does stress, though, that he's bringing these views to the *Vision 2010* team as personally held opinions.

All the same, one subject on which Bell may find he's representing a lot of teachers is pay. Not surprisingly, he can't help noticing that the executives and managers the CBI regards as his

peers are a good deal wealthier than he. As a firm believer in rewarding all teachers (not just those in shortage subjects) commensurate with their importance to the nation's future, he hopes that the CBI will endorse any recommendations the group may make on pay increases for teachers.

However, he doubts whether the report will be that specific, and he's well aware how vulnerable the group is to the charge of being airy-fairy. While sub-groups prepare papers on the future of world trends, information technology, and the shape of consumer products to come, Bell and his colleagues are used to the criticism that in 1962, nobody would have been able to predict the oil crisis or the prospect of three million unemployed.

One jaded hack at the CBI launch cited the 1962 prediction that in the 80's we'd all be wearing plastic knickers - just the sort of irrelevant crystal ball gazing that the *Vision 2010* group want to avoid. Forward planning is a serious business, they say, and the CBI inevitably refer to Japan as an example of a nation that has benefitted from its own far sightedness.

David Bell acknowledges the pitfalls of the exercise, but defends it enthusiastically none the less. "It's very easy to rubbish the report as pie in the sky. We're trying to make our vision of the future take into account both the possibility of financial shock and perhaps discoveries that we can't forecast. I hope that people will enter into the debate seriously when we present our report to the public."

He's impressed (but not over-awed) by the achievements of his high flying contemporaries, predicting that in 2010, when they will all be in their early fifties, they should all have reached very senior positions.

Where does he see himself at 50? He's clearly slightly taken aback by the question: "I can perhaps see my future over the next five or ten years, but at 50... I honestly don't know."

Science

Scale 2 Posts and above

HARROW
EDUCATION COMMITTEE
ROOKER HIGH SCHOOL
Eastcote Lane, South Harrow
Tel: 01-422 4675

Scale 2 Teacher of Physics and General Science up to and including GCE, O Level and GCSE courses required for September.

The successful candidate will be expected to share responsibility with the Head of Science in the management of the department and with general organisation.

Application forms from and to be returned as soon as possible to: Teacher Staffing Section, London Borough of Harrow, P.O. Box 22, Civic Centre, Harrow, Middlesex, HA1 1JW. Tel: 01-863 5511, Ext. 2736.

Outer London Allowance Payable.
Harrow is an Equal Opportunity Employer. (13557)

OXFORDSHIRE
COUNTY COUNCIL
OXFORD SCHOOLS
Gloucester Road, Cowley, Oxford OX4 1DQ
Tel: 01865 266100

Required for September 1986 or as soon as possible thereafter, a permanent or temporary teacher of Physics to teach at all levels in this 13-18 Boys' School. Scale 2 is available for a fully experienced applicant who is able to become responsible for the third year instruction.

Further details available. Apply by letter to the Headmaster, SAE please. (13700) 134820

BERKSHIRE
CHURCHMEAD SCHOOL
Priory Way, Barchett, Slough
Tel: 01753 51111

Required for September 1986, a teacher of Biology for courses leading to GCE. The ability to assist in the Business Studies Department would be an advantage although a candidate who could offer a number of subjects would be considered.

Please apply by letter to the Headmaster, SAE please. (13556) 134822

BROMLEY
HAYES SCHOOL
West Common Road, Hayes, Middlesex, UB8 3JH
Tel: 0181-606 1111

Required for September 1986, a teacher of Biology to teach at all levels in this 11-18 Boys' School. Scale 1 plus 4750 London Weighting.

It is hoped to recruit an able and enthusiastic teacher who will be interested in co-ordinating work and enjoy working in a stimulating and responsible environment. The school has a large sixth form, 430 students and a new 15-18 co-educational 11-18 years.

Application forms and further particulars may be obtained from Dr. J. E. Leung, the Headmaster, at the school, to whom completed forms should be returned by 15 September 1986. 134822

HAMPSHIRE
HENRY CORT COMMUNITY SCHOOL
Hilson Drive, Fareham PO15 6PZ
Tel: 01329 43623

Required for September, Scale 1 Graduate Teacher of Biology and General Science to join the strong Science Department of this comprehensive with 720 pupils aged 12-16. The school has a strong tradition of excellence in science and a tradition of examination success. All pupils take science for the first 2 years and at least one for public examination. Biology is a very popular option.

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BOLTON
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Application forms obtainable from Director of Education and Arts, P.O. Box 22, Civic Centre, Bolton BL1 1JW to be returned by 1st September 1986. (13542) 135622

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LEICESTERSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer
ROSEBURY HIGH SCHOOL
Eastcote Lane, South Harrow
Tel: 01-422 4675

Required for September 1986, a teacher of Biology to teach at all levels in this 13-18 Boys' School. Scale 2 is available for a fully experienced applicant who is able to become responsible for the third year instruction.

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Special Education

Scale 1 Posts

BRISTOL
PUPILS' TRAINING
COUNTY COUNCIL
ROSEBURY HIGH SCHOOL
Eastcote Lane, South Harrow
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APPOINTMENTS IN SCOTLAND

SCOTLAND

SCOTTISH COUNCIL FOR EDUCATION
FOUR RESEARCH POSTS

Four research posts, three part-time and one full-time, have arisen in a number of projects as follows:

1. National Evaluation of TVEI. Research Officer II (66% FTE) 1.10.86 - 31.8.87 with a possibility of an extension.

2. Local Evaluation of TVEI. Research Assistant (Full-time) 1.10.86 - 31.8.87.

3. Local Evaluation of TVEI. Research Assistant (50% FTE) 1.10.86 - 31.8.87.

4. Guidance and Choice in the 16 Development Programme. Research Officer II or Research Assistant (Full-time) 1.10.86 - 31.8.87.

Candidates for all posts must be graduates with relevant experience in education. Previous experience in research would be a considerable advantage. Candidates for post 1 should have had previous research experience or hold a postgraduate qualification in education. All posts will involve a major element of the direction of research and the principal skills involved will be those relevant to the design, conduct and reporting of research.

Hours and periods of work for the part-time posts will be negotiable. All posts will involve a major element of the direction of research and the principal skills involved will be those relevant to the design, conduct and reporting of research.

Details of these posts can be found from the Administrative Officer, Scottish Council for Education, 10 St. John Street, Edinburgh EH1 1JW. Tel: 0131 225 2141. Closing date for applications 15th September 1986. (13557) 17000

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
TECHNICAL SERVICES
GROVE STREET, BRIGHTON
Tel: 01273 51111

Required for September 1986, a teacher of Biology to teach at all levels in this 13-18 Boys' School. Scale 2 is available for a fully experienced applicant who is able to become responsible for the third year instruction.

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GROVE STREET, BRIGHTON
Tel:

Newcastle-under-Lyme College,
Liverpool Road, Newcastle-under-Lyme,
Staffordshire. ST5 2DF.
Tel: (0782) 611531

Chief Administrative Officer

Scale 6 £8,979 - £9,591

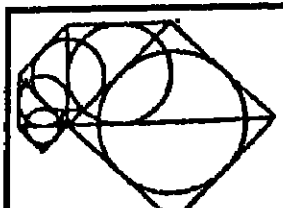
Applications are invited from suitably qualified and/or experienced persons for the post of Chief Administrative Officer at this new Tertiary College which opens in September, 1986.

The Chief Administrative Officer will be responsible to the Principal and Vice-Principals for the efficient operation of the non-teaching functions of the College and for ensuring that the Local Education Authority's regulations are carried out. Experience in finance and/or computerised systems would be an advantage.

Further details and application forms are available from the Principal's Administrative Assistant, to whom completed applications should be returned within ten days of the appearance of this advertisement.

Canvassing will disqualify.
Trade Union membership encouraged.

Staffordshire County Council



Mid-Kent College of Higher and Further Education

Department of Central College Services

COUNSELLORS/ CAREER CONSULTANTS

Two suitably qualified and experienced counsellors/career consultants are required by Mid-Kent College to present and maintain a programme of courses under the MSC Realist Programme. Applicants will possess presentation skills coupled with a knowledge of the local unemployment situation and agencies providing assistance to the unemployed.

The two contracts will initially cover a six month period from 1 September 1986 (or as soon as possible thereafter) - 31 March 1987. Salary Scales: Lecturer Grade I £8,324-£11,247 pro rata per annum. Lecturer Grade II £8,078-£12,945 pro rata per annum.

Application forms and further details may be obtained from the Principal, Mid-Kent College of Higher and Further Education, Horseshoe, Maidstone Road, Chatham, Kent ME5 8UG, Tel: 0634 44470, ext 240. Completed applications should be returned by Monday 8 September 1986. (01642)



Robert Gordon's Institute of Technology, Aberdeen School of Hotel and Institutional Administration

SENIOR LECTURER in APPLIED ECONOMICS and APPLIED MARKETING

Applications are invited from well-qualified candidates to teach Economics and Marketing. The successful candidate will be expected to teach on and contribute to the development of courses offered by the School and to its service teaching.

Candidates must hold a good Honours degree, must have relevant teaching experience and preferably have appropriate professional qualifications. Work experience in the hospitality industry would be an advantage. The post is vacant from January, 1987. Salary scale (under review): £13,710 - £17,280 per annum. Accommodation with removal expenses.

Further details from: The Personnel Department, Robert Gordon's Institute of Technology, Schoolhill, ABERDEEN, AB9 1FR. Tel: 0224 633611 Ext. 249. (01738)

COLLEGES OF FURTHER EDUCATION

(continued)

CUMBRIA COUNTY COUNCIL
BARROW IN FURNES COLLEGE OF FURTHER EDUCATION
Howard Street, Barrow in Furness, Cumbria LA14 1BB
Tel: (02030) 25017

RE-ADVERTISEMENT: LECTURER GRADE I IN MECHANICAL ENGINEERING (3 POSTS)

Required, in the Department of Mechanical Engineering, as soon as possible after 23 September, 1986, in each of the following areas: Mechanical Engineering Science, Practice and Associated Studies to students following BTEC, City and Guilds and other engineering courses.

Candidates must hold suitable academic qualifications and have had industrial experience. The possession of a teaching qualification would be an added advantage.

Salary Scale: £8,845 - £13,556 (starting point dependent on qualifications and verification of industrial experience up to £11,865).

Further particulars and application forms, from the Principal, to whom completed forms should be returned by Friday 5th September 1986 (12.00 p.m. latest), are available from the Principal's Administrative Assistant, to whom completed forms should be returned by Friday 5th September 1986 (12.00 p.m. latest).

Canvassing will disqualify.
Trade Union membership encouraged.

OXFORDSHIRE COUNTY COUNCIL

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Open to UK subscribers only. Ceases on September 30 1986.